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ABSTRACT

This document describes the basic education program for the state of North Carolina, as revised by the North Carolina State Board of Education. The first section describes a fundamentally complete program of instruction that would give the student a thorough grounding in the following areas: the arts, communication skills, healthful living, mathematics, media and computer skills, science, second languages, social studies, and vocational education. Basic curricular goals for these areas are set forth in four sections, covering grades K-3, 4-6, 7-8, and 9-12, respectively. (Vocational education is provided only in grades 7 to 12.) The second section covers programs not confined to subject areas: curriculum for exceptional children, the extended day program, remedial and compensatory efforts, in-school suspension programs, student services and library/media programs. The third section sets forth general standards for promotion, minimum competencies, instructional time, the school year, and graduation requirements, while the fourth section lists allotments for material support and standards for educational facilities. The final section lists state requirements for staffing at the district and school levels, along with allotment of state funds for staff development and an explanation of staffing ratios and class sizes. Appended are lists of state-approved elementary and high school textbooks and a list of suggested high school electives. (TE)

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THE BASIC EDUCATION PROGRAM FOR NORTH CAROLINA'S PUBLIC SCHOOLS

REVISED JANUARY, 1986

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EA 018 359

NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA

Originally Proposed to
The North Carolina General Assembly
October 15, 1984

Basic Education Program Milestones

July, 1983	General Assembly directs State Board of Education to define and cost out a basic education program
October, 1984	State Board of Education approves the Basic Education Program
February, 1985	State Board of Education revises Basic Education Program
June, 1985	General Assembly enacts legislation directing State Board of Education to adopt a basic education program
September, 1985	State Board of Education adopts Basic Education Program
November, 1985	State Board of Education revises promotion standards
December, 1985	State Board of Education revises instructional time provision
January, 1986	State Board of Education revises Basic Education Program

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I. INTRODUCTION

The basic education program for the State of North Carolina is just that: basic. The pages that follow describe what those programs are, what their purpose is, and what they consist of. Because this program is basic, it does not describe an ideal education program. Rather, it attempts to describe a program of instruction which is fundamentally complete and which would give the student a thorough grounding in these areas: the arts, communication skills, media and computer skills, second languages, healthful living, mathematics, science, social studies, and vocational education.

The premise that there is a common core of knowledge and skills which every child ought to command when he or she graduates from high school is essential to the concept of a basic education program. As defined, a basic education program is not one dimensional. Indeed, it must address all aspects of a child's development, from kindergarten through high school, or else it cannot properly be termed basic. The arts, for example, are an essential part of the basic program—as essential, for instance, as mathematics or second languages are to the development of well-rounded citizens.

Another distinguishing feature of the basic education program is that it does not encourage learning in the content areas (such as mathematics and social studies) at the expense of instruction in areas such as library skills, which enable students to continue learning after their classroom days have ended. It is said that our knowledge about the world in which we live roughly doubles every ten years. The child who is ill-equipped to continue learning after his or her formal education has ended will be far less able to adapt to changes at home and in the workplace.

Each of the following sections briefly describes the purpose of each component, the arts, social studies, etc., and outlines the content sequence and learning outcomes for each of four grade spans: K-3, 4-6, 7-8, and 9-12. These grade spans were chosen, because they conform to the most commonly accepted patterns of cognitive child development. The course of study outlined is a continuum, however, and the knowledge and skills imparted in each grade level build upon and reinforce what has previously been taught. The curriculum descriptions contained here summarize the *Standard Course of Study* which is considered to be part of the Basic Education Program.

The program also includes—as it must, if it is to be successful—support services, such as guidance and psychological services; promotion standards; special programs, such as in-school suspension and compensatory education; programs for exceptional children; equipment and material needs; staffing ratios; staff development; and facilities standards.

Each local education unit must offer all components of the Basic Education Program, with these exceptions:

1. The offering of courses listed as electives in the appendix is at local discretion.
2. The local unit must meet the minimum requirements for vocational courses specified and may go beyond this number.

3. A local school board may petition the State Board of Education for a waiver from a component of the Basic Program if the local board feels the component in question is not appropriate for its local situation.

The program described in this document is what each child in the North Carolina public schools is guaranteed. Any local administrative unit may provide programming, facilities, staffing, or other resources beyond those described here at local expense.

II. THE CURRICULUM*

Purposes of the Basic Curriculum

The primary purposes of the basic curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. While it is sometimes difficult to separate which specific competencies a student must develop to become a responsible, productive citizen from those competencies a student must develop to achieve a sense of personal fulfillment, it is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include thinking and reasoning skills, library/media and computer skills, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

To succeed in an ever-changing society, our children will need to develop the ability to maintain a positive attitude toward oneself, a sense of independence and responsibility for oneself, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to others' needs and feelings, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students develop these competencies and become responsible, productive citizens who have a sense of personal fulfillment, the basic curriculum must rest on commonly accepted principles of learning. First among these principles is the importance of integrating the curriculum—of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and to begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

A second principle considered in the development of the basic curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed, and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as fulfilling and worthwhile. The basic curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The basic program emphasizes the importance of personalizing the curriculum and helping each student to reach his or her maximum potential.

The basic curriculum represents only the minimum program which should be provided for all children in North Carolina. The following subject area descriptions are summaries of a detailed *Standard Course of Study* and competency-based curriculum directed toward helping students to achieve responsible, productive citizenship and personal fulfillment. As the curriculum itself changes to meet the needs of a changing world, the State Board of Education will modify or expand, as necessary, the Basic Education Program. Unless noted otherwise, the appropriate class size in grades K-3 is 23; in grades 4-12, 26.

*For a full description of the curriculum, see the *North Carolina Standard Course of Study*

Thinking and Reasoning Skills

To become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop their ability to think and reason. In order to think critically, students must develop their memory and the other skills that will enable them to translate, interpret, apply, analyze, synthesize, and evaluate information. Instruction in these skills occurs in every area of the curriculum throughout the school day. Students are helped to apply these skills to situations inside and outside the school.

The most basic thinking skills are memory and translation. Memory is the ability to remember specific facts or information, such as names, dates, events, or rules. Translation means that a student is able to recall information and to understand and express it in his or her own words.

Remembering or restating isolated facts does not necessarily require a student to reason. Students demonstrate that ability by interpreting information, applying what they learn in one situation to another, and analyzing information. A student might demonstrate the ability to interpret information by comparing two or more objects, or by explaining why a classroom rule was established. He or she might demonstrate the ability to apply information by explaining how the principle of representative government applies to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias would be demonstrating skills of analysis.

Students use skills of synthesis to create something unique or new to them. Synthesis is often equated to creativity. Composing a song, building a model house, or formulating a hypothesis for a science experiment are examples of this skill. Evaluation is making judgments based on facts or criteria, as opposed to forming opinions, which are subjective. Students serving as jurors during a mock trial use evaluative skills to pass judgment based on the evidence and testimony presented. Students critiquing one another's writing using conventions of grammar and style are also using evaluative skills.

Instruction in thinking and reasoning skills is not a separate subject, but rather a part of every area of the basic curriculum. Students learn to use them and to apply them in each subject area at every grade level. By developing thinking and reasoning skills, students learn how to learn and can continue their education once their formal schooling has ended.

Grades K-3

Arts

Active involvement in the variety of visual art media develops sensory perception which sensitizes the child to the physical environment, enabling him or her to see, feel and comprehend color, form, line and texture. Through heightened awareness, the child comes to value, use and derive pleasure from sight and touch. Direct personal experiences with art media help to develop skills that enable the child to communicate in visual form his or her ideas, images, symbols, personality and feelings. As the child is involved in viewing, discussing and analyzing art works, he or she formulates understanding and criteria for making judgments related to form, content, techniques and purpose.

Dance, as a way of perceiving, understanding, responding and creating, is developed within the child through the exploration of the component elements of dance. Exploring ways of using time, space and energy are basic to the child's discovery of the movement potential of

the various body parts, to finding movement in natural phenomena, to interpreting sounds and forces, to rhythmic responses and to organizing and developing sequence and pattern.

In theater arts, the child begins to recognize that the ability to produce vocal sounds and use body movement are two major ways that we communicate. In addition, listening, risk-taking, observing, concentrating, following directions, and controlling verbal and physical responses are encouraged through participation in creative dramatic activities.

During this time, the innate dramatic skills of the child are fostered and refined. Children sharpen their natural talents through creative dramatic activities and learn to act out the characteristics and feelings of familiar animals, objects, people, and situations. The drama program develops the ability of children to observe, communicate, and to work together.

Among the many areas of music with which a child is involved are the development of the singing voice, the ability to match pitches and the control of the voice as to soft and loud, starting and stopping; the ability to listen to music and to respond to it; the development of a rhythmic sense and the control and coordination of muscular responses and the ability to express music through use of instruments, working in cooperation with peers. In all of the music experiences, the child is helped to become aware of the elements of music and their importance in making it real to him or her. Melody, rhythm, harmony, form, timbre and dynamics—the basic elements of music help the child to shape a consciousness of the reality and power of music.

Communication Skills

The program of these early years is framed on the basis of a firm understanding of human development and learning principles. It is child centered with multi-sensory experiences that have meaning for young children and extend their awareness and understanding of the world around them through an interdisciplinary curriculum approach. It includes a variety of forms of written and oral expression which are accounts of personal and group experience, i.e. conversational group discussion, experience, stories, games, and play activities.

At this early stage in learning the focus of the instructional program in communication skills is on encouraging students to view themselves as successful users of the language. Opportunities are provided for them to:

- be involved in successful learning experiences
- interact with others
- make choices
- be involved in planning and evaluation
- work independently, in small groups, and in large groups
- participate in problem solving and firsthand experiences as a basis for language skill development
- read and listen to a rich selection of children's literature
- develop writing skills through participation in prewriting, writing, and rewriting experiences
- record personal experiences and activities by writing or dictating
- express ideas, thoughts, and feelings in a variety of ways: speaking, writing, art, music, and dramatics
- be involved in activities with print and non-print media in realistic situations

As a result of their instruction, students should be able to demonstrate the following skills:

Reading

- recognize basic sight words
- identify words by applying structural analysis and phonetics
- comprehend literally, interpretively, and critically what is read
- read with enjoyment

Writing

- write complete sentences
- use upper and lower case letters conventionally
- spell, punctuate, and capitalize conventionally
- write legibly

Speaking

- pronounce words properly and enunciate clearly
- ask and answer questions, give directions and information, and express ideas and feelings appropriately and with clarity

Listening

- hear differences between and among sounds
- listen to a story/directions and relate events/follow directions in sequence

Viewing

- perceive likenesses and differences between and among objects

Healthful Living

The important elements of health education at this level focus on: (1) learning about our own bodies—what the parts are, what they do, and why our bodies are important to us; (2) becoming aware of feelings, what they are called, and accepting their existence; (3) understanding relationships with other people, especially families and classmates; (4) comprehending what illness is and understanding that illness has causes; (5) learning the importance of nutrition, rest, exercise, sleep, disease-causing organisms; (6) assuming a portion of the responsibility for one's own health and safety; and (7) recognizing that healthful living contributes to a satisfying life.

The physical education program for students at the K-3 level emphasizes fundamental motor skills, recreational dance, gymnastics, games, and fitness activities.

Safety education at this age emphasizes fire safety and other rules and regulations necessary for their safety and the safety of others. Lessons include traffic, home, school, work, and recreational safety.

Mathematics

All 5- to 9-year-olds should have opportunities to participate in activities conducive to developing mathematical concepts. Concepts are the premises, foundations, and structure of thinking. Their development is a gradual and life-long process, going through many changes—probably never becoming static. All early ideas of mathematics grow out of observing what happens in the child's world. Logical reasoning ability develops through

actual manipulation of objects in the physical world. The searching, exploring, inquiring nature of children 5 to 9 years of age promotes the development of concepts that are prerequisite to effective learning in mathematics.

The major emphases in grades K-3 should be placed on:

- **Activities** which involve the total physical being of each learner in exploring spatial relationships in the world around him/her
- **Manipulation** of real objects to give meaning to numbers and operations
- **Experimentation** which leads to discovery of numerical and geometrical relationships
- **Applications** which enable students to work with numbers to solve problems.

Appropriate use of computers and calculators will enhance and enrich the mathematics program at these grade levels.

Media and Computer Skills

At this early level, students become familiar with the library—in some schools, media centers—and are able to assist with simple, routine tasks. Students learn fundamental library terminology and to choose, borrow, use, and return books and equipment. Learning how to use the library helps to develop communication skills, and teaches students to get along with and to respect the rights of others. Students learn to appreciate the forms of literature—nursery rhymes, fairy tales, for example—through literary experiences offered in the media program.

Even at this relatively young age, many students are able to learn fairly sophisticated computer skills. Students learn to describe the computer as a problem-solving machine and to recognize and be familiar with computer terminology and computer parts. Students gain experience in loading and running programs on microcomputers and can use introductory commands of a computer language to create and control computer shapes or a program output. The emphasis is on relating the use of computers to all subject areas. As students acquire computer skills, they begin to learn the limitations and capabilities of computers and their daily uses.

Science

Emphasis at this level is placed on providing manipulative "hands-on" experiences for each child. Such experiences provide opportunity for the use and development of science skills and lead gradually to the understanding of basic science and environmental concepts. Coming in contact with and interacting with objects and observing events are most important. With these children, process is more important than a correct answer or a finished product. A balanced program is provided by placing emphasis on the concepts related to each of the broad areas of science—biological, physical, earth-space. In selecting and planning experiences, careful attention is given to the physical and intellectual development of each child. Science at this level should always be a fun and "doing" experience.

Second Languages

Second language learning at this level emphasizes the listening and speaking skills through activities which reflect the needs, abilities, and interests of students in this age group. Children learn to talk about their immediate environment while beginning to develop an awareness of another culture. The basic program contemplates instruction in one second language, selected by the local unit.

Social Studies

The social studies program at the primary and early childhood level focuses on the expanding horizons of the young child as students inquire into physical and social environments as a way of developing positive concepts of self and others. The program is an active one: the way in which children learn at this level is as important as, and may determine, what children learn.

The program explores the widening social world of the child and his or her relationship with others. This is accomplished using a "near-to-far" approach as the student looks at his/her home, school, neighborhood, and community. This exploration has a "near-and-far" emphasis as well: children in studying the neighborhood, for instance, examine their own neighborhood and compare and contrast it to other neighborhoods in different times and places. Such "near-and-far" study helps students to better understand their own familiar enviornments as they examine the close-at-hand with environments and people unfamiliar to them.

As they study people, families and homes, schools, neighborhoods, and communities, students become aware of the interdependence in each of these social arrangements. They learn the roles and functions of family members and school, neighborhood, and community workers; and they learn how individuals, homes, and communities change over time.

As a result of the program at this level students should:

- grow in self-reliance (in their ability to learn independently and take responsibility for their own actions)
- become more sensitive to and accept the feelings of others
- learn to read, follow, and interpret simple maps, globes, charts, and graphs
- be able to recognize problems which are real to them and will be able to suggest ways of solving them
- be able to locate and gather information pertinent to social studies at their level, to analyze this information, and to draw conclusions from it
- begin to understand the concepts of interdependence, responsibility, and individual worth

Grades 4-6

Arts

At this level, personal experiences are translated in visual form from which the child can discover clues about himself or herself. Active involvement is encouraged in a variety of art media, such as drawing, painting, sculpture, printmaking, ceramics, crafts, etc. Through the use of art materials such as crayons, paints, drawing instruments, inks, clay, etc., the child further develops his visual-communicative skills and derives satisfaction from demonstrating his ideas, images, symbols, personality and feelings. The child continues to formulate his own understandings and criteria for making judgments related to form, content, techniques and purpose through involvement in viewing, discussing, and analyzing art works.

With dance, the creative, cognitive and aesthetic emphases are developed through more refined uses of time, space and energy. Further development of motor skills, sense of timing, pattern and sequence allows the child to compose simple individual and group dances. The child's experience with dance literature is broadened with exposure to stories about dances and the history of dance, such as those relating to classic, ethnic, country and folk dance. More attention is given to music which accompanies these dances.

Theatre arts in grades 4-6 emphasizes developing greater awareness and more specific capabilities. Innate dramatic skills fostered earlier now begin to mature. Skills in visual and verbal communication and in creative and critical thinking are expanded and refined through more demanding individual and group creative dramatic activities. These skills, along with some basic acting and technical theatre skills and knowledge, are developed.

Students are given more individual responsibility. Students are encouraged to contribute ideas, to make decisions, and direct others in controlled situations. A more elaborate approach to the theatrical appearance of presentations is encouraged through the use of simple masks, scenery, costumes, and makeup. Students learn to understand and convey to others (through voice, movement and facial expressions) ideas and feelings.

In music, the singing voice acquires a wide range and greater control, and part-singing is introduced and developed. Rhythmic senses are sharpened through instrumental experience, through movement and through responses to increasingly more complex rhythms. Solo and ensemble experiences contribute to this development. Study of the elements of music continues here to develop basic and workable concepts of each element. Concepts of form and tone color, for example, now become more sharply defined. The child's experiences with music literature become increasingly broader to include, in addition to the songs in basic textbooks, other types of music, such as music of historical periods, classic and ethnic musics, popular music and contemporary expressions, such as electronic and chance music. Development of skills in reading the printed score is emphasized at this time in both vocal and instrumental applications. Melody flute, recorder, wind, percussion and stringed instrument study are appropriate at this time.

Communication Skills

Continuing the development of communication processes begun at the primary level is critical in the middle grades. Reading, writing, speaking, listening, and viewing are integrated into the total program in grades 4-6. Concrete, active learning experiences occur in independent and group situations which promote decision-making, peer rapport, cooperation, and responsibility. These experiences develop proficient readers, fluent writers, clear speakers, active listeners, and critical viewers.

Reading

The reading process in grades 4-6 continues to build upon the K-3 reading experience. Students are ready for refinement, extension, and application of the reading skills previously acquired. Not all students approach this level of learning from the same developmental point or with the same degree of reading ability; therefore, programs of instruction must be designed for the varying degrees of development.

Reading is essentially a complex organization of higher mental processes, including evaluating, imagining, reasoning, drawing conclusions, and problem solving. Specific skills development includes increased content area vocabulary, use of structural analysis, and refinement in interpreting context clues. All levels of comprehension—literal, interpretive, and critical—are addressed. Refinement in the application of study skills and a broadening appreciation for literature complete the reading program.

Writing

Oral and written expression evolves from real life experiences or inner feelings of students. Writing is generated as the student responds to activities and experiences that

occur in the classroom and non-school environment. For the writing process to develop and expand, it is necessary to allow the student to write in an environment which encourages the use of these experiences. The opportunity to write for a real audience and from the context of actual involvement is crucial to the writing process. Writing that has a main idea, an appropriate and consistent point of view, and an appropriate beginning, middle, and ending is stressed. Instruction in conventional usage, grammar, spelling, punctuation, and capitalization continues, as does instruction in handwriting, with students moving from manuscript to cursive writing.

Speaking

Good speaking is a key factor in success. Ideas and feelings are expressed by pronouncing words clearly, by controlling the voice, and by using clear, vivid, and exact language. Appropriate eye contact, body movements, and facial expressions are emphasized at the 4-6 level.

Students are able to use speech to ask and answer questions, to express feelings, attitudes, and opinions, to entertain and give pleasure, to display courtesy, and to conform to social customs. Speaking ability is enhanced by engaging in task-related problem solving and group discussions. Students actively participate in group discussions, speak extemporaneously, plan and give speeches, and participate in drama. Emphasis is given to purpose, clarity, organization, and sensitivity to audiences.

Listening

Listening is an integral part of the curriculum. It involves the ability to focus on something that is heard. Students have to listen in order to follow directions, interpret data, predict outcomes, classify, summarize and consolidate information. They listen critically for fact, fiction, opinion, bias, propaganda, and inference, to draw conclusions, and to make judgments about content. By listening creatively, students construct sensory images, develop solutions to problems, and formulate new ideas.

In addition to responding to standard speech situations, listening involves receiving and responding to non-speech sounds. It requires that ample time be given for active processing and reflecting of ideas, as well as for opportunities to express these ideas in reading, writing, speaking, and viewing.

Viewing

There are wide differences among individuals in the ways that they learn and perform. These are the result of differences in skills, attitudes, perception, and prior experiences. For many, the medium of print may be the best and most effective means of communication. For individuals who may be predominately visual learners, the film or another media may be more effective. Learning experiences must be designed to accommodate these differences and to help students become more selective and objective in choosing what they view.

As students progress through school, viewing skills are taught and enhanced. Various skills such as viewing for information, comparison, interpretation, detail, recognition of reality and fantasy, and the broadening of imagination are addressed at this level.

Healthful Living

The principal orientations of health education in the intermediate grades center around: (1) learning how the body and its parts work; (2) understanding how the body changes through

growth and development; (3) comprehending that the development and functioning of the body and mind can be influenced by personal health practices, environment, taking drugs, and diseases; (4) practicing some of the elements of health-related decision-making (5) recognizing the responsibilities that each of us has in maintaining our own health and the health of the community in which we live; (6) learning to evaluate health-related information, products, and services; and (7) developing an awareness of the human life cycle and its relationship to our health and physical growth and development.

The physical education program for students at the 4-6 level emphasizes exposure to the following activities:

Fundamental Motor Skills
Recreational Dance
Gymnastics
Games
Fitness Activities
Recreational Activities

A complete safety education program for intermediate grades is developed around activities in the home, in traffic, at school, and during leisure time. Avoiding falls, preventing fires, observing safety rules during storms, obeying traffic rules, riding school buses, and administering first aid are emphasized at this age.

Mathematics

In grades 4-6, there is a continuation of the major emphases in grades K-3 and the learner moves to the "skill establishment" stage. Activities, exploration, and experimentation include provisions for:

- translating ideas into mathematical language and symbols
- learning to make reasonable estimates
- developing independence in solving meaningful problems
- computing with whole numbers, fractions, and decimals
- mastering basic number facts
- learning geometric concepts
- developing measurement skills
- constructing and interpreting tables, charts and graphs
- examining notions of elementary probability and statistics

The mathematics program at grades 4-6 must be enriched and enhanced through the use of calculators and computers.

Media and Computer Skills

At this level, teachers review and reinforce library and media skills that students acquired earlier. Students develop new competencies in using materials and equipment and produce simple audiovisual materials. Students have more opportunities for independent and small-group activities.

Students continue to build their library and media skills vocabulary, to understand and use the resources of the library, including the card catalog and reference sources, to increase their understanding and enjoyment of diverse literary forms, to understand and apply simple production techniques, and to learn responsible citizenship.

Students in these grades add to their knowledge about computers. Besides improving their computer skills, students learn to recognize several early computing devices and to compare them to modern computers. Students begin to acquire a knowledge of how computers operate and can identify the common programming languages. They learn to use the computer as a word processing tool for their subject area work.

Science

There is a continuation of the use of process skills and the development of major science concepts that were begun at the primary level. The program provides a sound base for future study. Balanced coverage is given to the broad areas of science—living things, matter and energy, earth and space. Opportunity is provided for students to begin using scientific apparatus and audio-visual materials of a more sophisticated nature. Individual and small group exploratory activities are appropriate at this level. Greater use is made of outdoor resources and non-school resource personnel as a means for making the study of science more relevant to the student's own environment. The curriculum is experiential, with major emphasis on concrete learning experiences.

Second Languages

If second language study is begun prior to grade 4, language study at this level continues to emphasize and build on the speaking and listening skills with new vocabulary and some structure. An introduction to reading and writing may be begun with students being given opportunities to see in writing what they can already say. Activities once again address the interests and intellectual development of the age group. Learning experiences encourage awareness, acceptance, and understanding of cultural differences. The basic program contemplates instruction in one second language, selected by the local unit.

Social Studies

Instruction at this level emphasizes geography, people, and economy, but also relates them to history and government. The students become familiar with the physical make-up of their state, nation, hemisphere, and world regions. Through a study of representative states, nations or groups of nations, the courses focus on the people of all these regions—who they are, how they live, what contributions each makes to world culture.

Grades 4-6 continue the basic "near-to-far" and "near-and-far" content sequence begun in K-3. At this level studies begin with North Carolina and continue with studies of the United States, Canada, Latin America, Europe and the Soviet Union. In this 4-6 cycle world studies are organized primarily around concepts drawn from the disciplines of geography, economics, sociology, and anthropology.

Geography, particularly cultural geography, is a key discipline at this level. Geographic concepts such as region, land forms, climate, resources; skills in using a variety of maps, globes, charts, and tables; and development of map reading skills are emphasized. Skills programs at this level extend skills introduced in K-3 and develop new skills, particularly in finding, assembling, and using a variety of sources of information; in evaluating such information; and in using it to suggest solutions to problems.

In comparing states, comparing nations, and comparing people of different continents, the students see more similarities than differences among people. They see the contributions made by each world region. Concepts dealing with interdependence, unity, resource use,

change and culture are of considerable importance. Studies of migration, settlement patterns, populations, communications, and methods of societal control are additional ideas included at this level.

Concepts of roles, institutions, and cultural conditioners and transmission are central to much of the study in 4-6. Students who leave the 4-6 program should understand that people all over the world live and behave as they do for reasons that are rational in their cultural context.

As a result of the program at this level, students will be able to answer the following key questions about their state, their nation, and their world:

- Who are the people of this society?
- What is their physical environment?
- How do the people make a living?
- How is their society organized?
- How has their society changed over time?
- What are their values?

Grades 7-8

Arts

Emphasis in visual art at this level is placed on exploratory involvement for the individual student. Greater depth of study is featured and provision is made for longer periods of time with the art media. The student is taken through a wide range of exploratory activities designed to stimulate active participation in the creative process. Over these years, the student has the opportunity to explore actively the media of drawing, painting, sculpture, printmaking. The student is encouraged to formulate opinions and judgments by developing the processes of selection and discrimination based on exposure to a wide variety of art activities, personal experiences and on knowledge gained by commitment to his or her own learning responsibilities. By involvement in the application of the technique and skill of perspective, the student develops abilities through visual and mental insight about the physical world and his or her relationship to it.

Treatment of ideas, images, symbols and feelings in dance becomes more precise. The student learns to make discriminating choices which help to perfect his or her interpretation. More time is required to bring the student's dance to fruition. Opportunities exist for solo and ensemble work in composition as well as improvisational experiences. Students are encouraged to formulate their own opinions and judgments based on wide exposure to dance through films, live performance and other media. Discussion of different styles and techniques is encouraged as well as participation which allows the body to be involved in an introductory way with the various dance experiences.

The theatre arts program at this level continues to build on and refine the creative knowledge and skill of the previous years. At this stage, additional emphasis is placed on theatre arts skills augmented with a continuation of creative dramatics. Students develop their vocabulary, acting, and directing skills. Knowledge of dramatic literature is cultivated through reading, viewing and writing activities.

Growing differences in abilities and interests characterize students at this age. For this reason, students are assigned special projects or placed in leadership roles. A broad emphasis for the junior high program is helping students to become more discriminating and productive in daily living. Students learn the terminology of technical theatre, and have opportunities for acting, directing, and playwriting.

The music program continues to build on and refine the creative capacities, knowledges and skills and aesthetic development of the previous years. A greater interest in and capability for musical composition now takes place. Growing functional involvement with the elements of music, with music literature and with reading printed scores builds on the broad foundation of previous years.

Communication Skills

The program at this grade designation continues the sequence from 4-6, emphasizing the same concepts, skills, and attitudes. Particular emphasis is placed upon the exploration of reading, writing, speaking, listening, and viewing as they pertain to living and functioning satisfactorily in the world. At this level, learners are led toward becoming increasingly analytical in their study of language, literature, and composition. A major aim is to lead learners toward further awareness and enjoyment of English and Language Arts in all its forms and aspects.

By the end of grade eight, students should be able to:

Reading

- demonstrate reading comprehension by identifying words using roots, prefixes and suffixes; recalling events in sequence from a reading passage
- recognize main ideas and supporting details in a reading passage; identify fact and opinion in a reading passage
- recognize propaganda devices
- locate and interpret information found in the encyclopedia, dictionary, almanac, Reader's Guide, atlas, and thesaurus
- recognize the distinguishing characteristics of various types of literature such as poems, essays, short stories, plays, novels, and biographies

Writing

- write legible and coherent point-of-view and persuasive paragraphs using standard grammar, capitalization, spelling and punctuation
- write legibly in cursive form

Speaking

- participate effectively in group discussions
- make an oral report using appropriate volume, gestures, eye contact, and content

Listening and Viewing

- listen to and watch class lectures, demonstrations, and media to gather information
- listen to tapes and records
- listen to and view television and movies for literal, interpretive, and critical comprehension

Healthful Living

Health education at the middle school and junior high levels emphasizes: (1) accepting personal responsibility for health-related decisions and their consequences; (2) learning skills that promote healthy relationships with others; (3) maintaining a positive self-image during

adolescence; (4) understanding the nature of and reasons for the rapid physical and sexual changes taking place; (5) learning first aid skills; (6) understanding potential health-related problems of this age—venereal disease, drug, alcohol and tobacco abuse, emotional stress, pregnancy, nutrition, sexual behavior; and (7) selecting life goals and behavior compatible with these goals.

The physical education program for students at the 7-8 level emphasizes exposure to a wide variety of activities. By the end of grade eight, students should be able to:

Fitness Activities - Explain the principles of exercise and diet that contribute to the development of the totally fit individual. They should know the fitness value of a variety of activities and be able to design a personal fitness program based on individual needs and interests. Students should seek to attain a minimal level of physical fitness as indicated by the results of a standardized fitness test.

Dance - Perform basic recreational dance (folk and social)

Gymnastics - Perform tumbling and apparatus activities at an inter-mediate level of proficiency.

Team Sports - Perform the skills necessary for participation in a minimum of three team sports (basketball, flag football, team handball, soccer, softball, volleyball, etc.).

Individual/Dual Sports - Perform the skills necessary for participating in a minimum of three individual or dual sports (badminton, bowling, golf, tennis, track and field, wrestling, etc.).

In safety education at grade level 7-8, the emphasis is increasingly on developing in students a higher level of knowledge and behavior concerning safety and risk-taking. Students are encouraged to assume individual responsibility and group leadership. To assist in this, there are written guides on the knowledge, content, and learning objectives for these units.

Mathematics

In the seventh and eighth grades, the skills developed in the elementary grades are reviewed and extended. The program offers students of all ability levels the opportunity to develop a better understanding of numbers, improve their ability to reason and be exposed to some exciting new areas of mathematics. The topics emphasized at these grade levels are operations on rational numbers, beginning algebra, informal geometry, measurement, graphs, scale drawings, elementary probability and statistics, and problem solving. The use of calculators and computers to enhance and enrich the mathematics program is vital.

Media and Computer Skills

At this level, most emphasis is on reinforcing the skills learned previously, identifying deficiencies, and eliminating them. Students develop new competencies in using special reference sources and skills in production techniques using more sophisticated equipment. Students also learn to identify propaganda or biased treatment of materials.

In addition to previously taught skills, students will learn to manage essential research tools independently, to document sources of information and to appreciate intellectual honesty and rigor, to conduct research using reliable sources, to become acquainted with career opportunities in the library and media fields, to further develop their personal interests and hobbies, and to assume greater responsibility for independent work.

Students continue to build on their knowledge of computers acquired in earlier grades. They can identify the three types of computer—main-frames, minis, and micros—and the effect their development has had on societyy. Students develop their ability to organize and manipulate data by using simple data base management programs. The emphasis continues to be on computer applications in all subject areas.

Science

In grades 7 and 8, the study of science is an integrated form of life, earth, and physical science; instructional time and depth of content are increased. Content should be presented from a student-centered perspective placing emphasis on the nature of science and inquiry. Instruction should be largely laboratory-oriented stressing the scientific method through application of process skills. Problem-solving and reasoning are essential experiences in the learning process. Scientific inquiry should deal with both academic and real world problems. Personal needs, societal issues, and career preparation should be interwoven into the course content. Energy, environmental concerns, and recent advances in technology should permeate the curriculum.

Second Languages

When students have had previous language study, they will continue to develop communication skills, building on previous experiences. If students have a firm base in speaking and listening they can begin developing reading and writing skills. Formal grammar may also begin to be introduced. Activities which promote increased cross-cultural understanding are also included. The basic program contemplates instruction in one second language, selected by the local unit.

Social Studies

The seventh grade study of Africa and Asia completes the world studies cycle begun in grade five with the study of North America and South America and continued in grade six with the study of Europe and the Soviet Union. The seventh grade study is designed to allow the students to examine societies dissimilar to those of the West in such a way as to broaden their understanding of people and places in an increasingly interdependent world. The study is also designed to help students acquire knowledge, understandings and skills necessary for dealing with additional cultural area studies in the high school social studies program. No attempt should be made to study every country of Africa and Asia. Countries and groups of people chosen for study should reflect the variety of cultures on the African and Asian Continents.

The study at the seventh grade level will draw heavily from the discipline of geography, focusing especially on cultural geography. The key questions at the end of the 4-6 description are applicable to the seventh grade study as well.

North Carolina's role in the history of the American nation is the subject of a year-long study at grade eight. The course covers the entire span of the area's experience, beginning with pre-history, the founding of the Carolina colony, and reaching into contemporary times. Among the historical topics included in the course are those—the personalities, localities, and events—which have given North Carolina a distinctive place in an emerging nation. Other topics are those which have linked North Carolina to the larger national experience, such as the struggle for independence, the establishment and development of national government and economy, the reform of the economic and social orders, and the Civil War and foreign wars.

As this is the first course in the social studies sequence devoted primarily to history, instruction will emphasize the method and value of historical studies. Instruction will include such concepts as the building of traditions that give continuity in society, the complex processes of change, and the forces, personalities, and events which underlie the transformation of society.

As a result of studies at this level students should:

- be more knowledgeable about the areas studied—the people, their environment, their work, their culture and their values
- gain an appreciation for the history and development of North Carolina
- gain an understanding of and respect for the cultural pluralism that characterizes the American experience
- use geographic and chronological skills
- practice the skills of problem solving, information gathering, evaluation, and analysis
- participate in group learning activities, and have an increased sensitivity to the feelings of others

Vocational Education

Vocational education is a total program of offerings designed to meet the individual needs, interests, abilities, and aspirations of each student for actual or anticipated opportunities in gainful employment, advanced education, and practical life application. The vocational curriculum should be based on a vocational development continuum of fundamental knowledge, skills, and attitudes from kindergarten through the twelfth grade. Learning experiences should range from single observations and awareness of the world of work during the early grades through concepts offered within the general disciplines to practical and transferable training in a variety of specialized occupational areas at the senior high level. Vocational education is a body of knowledge and an educational process which promotes the many goals of secondary education. Vocational instruction needs to provide opportunities for students to apply communication and computation skills and to correlate their science, social studies, and other general education learnings in laboratory, shop, or on the job experiences, as they develop specific occupational competencies.

Prevocational education in the middle and junior high school is part of the sequential process in the continuum of self-awareness and career development. The process is an essential and integral part of the total development of an individual. The program's thrust is the emphasis on the individual—self-awareness, educational and occupational opportunities in the world of work and career decision-making and also the relationships of changes in society to the individual, and to potential employment.

Exploratory programs in agricultural education, business education, home economics, and industrial arts education are available in grades 8 and 9 as the beginning of a sequential process through grades 12. Special needs programs are offered to meet the needs of potential dropouts and those with disadvantaged and handicapping conditions.

As a part of the educational process, every middle or junior high student should be involved in a program designed (1) to develop a greater awareness of the knowledge and skills required to live, learn, work, and expand occupational horizons, (2) to develop positive attitudes and appropriate work habits, (3) to explore the technological world, and (4) to develop an awareness of differing lifestyles based on career choices. The integration of academic learning and the vocational environment is stressed in all areas of exploratory activities. The program contributes to the development of practical life skills, aesthetic

perceptivity, effective citizenship, and understanding of the world-of-work, and an awareness of the development and nature of the distribution process of products and services in the American economy. The student will develop an awareness of an every changing technological and sociological world. Thus, the prevocational, exploratory and special needs programs provide a foundation for helping students understand and cope with change and to plan for expanded educational opportunities in high school.

Grades 9-12

Arts

High school arts courses are designed to offer the student choices as to the degree of concentration desired. Each succeeding year requires arts prerequisites in order for the students to advance according to their abilities. Those who may wish to pursue academic studies in the arts will be given a sound foundation as will those who may seek employment on completion of the high school curriculum.

A basic high school visual art program must include, at least, the following:

Art I
Art II
Art III

These courses must include study in drawing/painting, sculpture, printmaking, and art history.

A basic high school dance program must include, at least, the following:

Dance I
Dance II

These courses should include opportunities for choreography and ensemble work.

A basic high school program in theatre arts must include, at least, the following:

Theatre Arts I (including introduction to theatre)
Theatre Arts II
Technical Theatre I

A basic high school program in music must include, at least, offerings in the following areas:

General Music (including history and appreciation)
Vocal Music
Instrumental Music

Communication Skills

The program consists of the interrelated study of language, literature, and composition. Instruction in the skills of reading, writing, speaking, listening, viewing, and thinking continues. Language content includes the study of spelling, vocabulary, grammar, usage, dialects, dictionary and other reference tools, semantics, language history, and non-verbal language. The content of literature includes plot, setting, characterization, conceptual patterns and themes, point-of-view, writer's attitudes, genres, the language of literature, and literary history and the movements. The content of the composition program includes pre-composition (real and imaginary experiences as a source for composition), purpose, writer's

understanding of audience, the whole composition (sentence sense, paragraphs, unity, coherence, emphasis) types of composition, consistency in point-of-view, tone, and style, diction, mechanics of oral and written language, and revision.

Through advanced study of all elements of the program, students are led to critical understanding and application of communication skills which contribute to enjoyment and success in leisure and in work.

A basic high school program must include:
English I
English II
English III
English IV

Healthful Living

Course emphases in health should reflect student interests and needs in: (1) learning effective family leadership skills; (2) learning to care for one's own children; (3) understanding the causes and effects of disease and methods of disease prevention and treatment; (4) learning about careers in health fields; (5) developing skills necessary to form healthy relationships; (6) developing the skills necessary for a satisfying and healthy life; and (7) learning first-aid skills.

The following offerings, as courses or units, must be a part of a high school program:

Parenting
Cardio-pulmonary Resuscitation
Chronic Diseases
Family Living
Mental Health
Drugs, Alcohol, & Tobacco
Consumer Health
Nutrition

Physical education at the senior high school level should be vigorous and challenging and should reflect individual needs and interests. At this level, physical education should emphasize physical fitness and the acquisition of three (3) lifetime activities. The program must include the following components:

- Games and Sports (team and individual)
- Gymnastics (tumbling, floor exercises, apparatus)
- Recreational Dance
- Physical Fitness (weight management, strength, endurance, calisthenics, aerobic exercises)

Safety education in all areas is continued. Teachers are expected to use basic safety procedures in their daily activities. At these grade levels, increasing emphasis is given to traffic safety. It is expected that there will be no change in the funding of driver's training programs.

Mathematics

The aim of the high school mathematics curriculum is to provide every student with appropriate mathematical content that is broad in scope. Some of the content should be immediately useful to students in their role as consumers and as part-time employees. The content must also enable students to study higher level mathematics. The mathematics curriculum then should have the flexibility to help prepare students for many different careers and vocations.

For students having a high aptitude in mathematics, courses in Algebra I, Geometry, Algebra II, and Advanced Mathematics are offered. In some schools this program is enriched by such courses as Calculus and computer-related mathematics. An alternative program consists primarily of courses in General Mathematics, Introductory Algebra (Part I and II), Technical Mathematics, and Consumer Mathematics. High schools should provide a remedial program to assist students in passing the Competency Test and to develop necessary skills to enter other mathematics courses. The high school program must include the use of calculators and computers where feasible.

A basic high school mathematics program must include, at least, the following courses:

General Mathematics	Algebra I
Consumer Mathematics	Geometry
Introductory Algebra (Part I)	Algebra II
Introductory Algebra (Part II)	Advanced Mathematics

Media and Computer Skills

At this level, students will master library and media skills acquired previously and acquire advanced research skills using specialized reference tools. The emphasis is on using all available media to acquire skills in inquiry, analysis, organization, critical thinking, and problem solving. Students learn to apply these skills in ways that strengthen their ability to continue to learn throughout life for personal growth, vocations, and recreation.

Students use specialized reference sources to aid critical analysis and conduct reliable research. They also learn to produce more sophisticated audiovisual materials, to read discriminately for information and pleasure, and to identify and locate information necessary in their daily lives.

In these grades, students continue to apply knowledge acquired in earlier grades on microcomputers in the classroom. They develop an appreciation for computer ethics and the effects of advanced technology on society. Students also learn to select and use programs to enrich and extend the regular course of instruction and to determine appropriate uses for on-line reference accessing, to gather, organize, analyze, process, and evaluate information. As in earlier grade spans, the emphasis is on computer applications in all subject areas.

Science

Beginning in grade 9 and continuing through grade 12, all students should be encouraged to enroll in elective science courses in addition to the basic graduation requirements. To increase student enrollment and provide a more comprehensive science curriculum, two types of courses are offered. One type, applied/technical, should be designed for the secondary student who is interested in a program which places emphasis on the practical and applied aspects of science. These courses should stress doing science through the use of laboratory work presenting science as a practical and relevant subject. Math requirements should be limited to basic functions. The courses should emphasize socially relevant topics and recent developments in science. The basic philosophy should reflect an attitude that science is a process of finding out about our universe, is understandable, and anyone can achieve and benefit from learning science. A wide variety of evaluation techniques should be employed for measuring achievement of course objectives. In determining grades, major emphasis should be placed on laboratory and project work that involves problem solving.

The second type of courses should be designed for the more academically inclined student. Students electing those courses for graduation requirements should also be allowed to enroll in applied/technical courses as electives and vice versa. The academic courses should be challenging and reflect a philosophy of science as inquiry. Emphasis should be placed on using current technology as students investigate relevant problems through research and project work. The courses should demand competence in communications and mathematics skills. Course content should center on current developments and include socially relevant issues. Evaluation techniques should be varied and test questions should be phrased to require responses involving high-level thinking.

A basic high school science program must include, at least, the following courses:

Academic Courses	Applied/Technical Courses
Physical Science	Physical Science
Biology	Biology
Earth Science	Earth Science
Chemistry	Chemistry
Physics	Physics

Second Languages

At present, most language instruction in North Carolina begins at this level and therefore must emphasize the basic skills. However, when students have already had a full sequence of second language study, language learning at this level will concentrate on perfecting all the communication skills through oral and written practice, the formal study of grammar, and the examination of other cultures and literatures. Upper level courses can be varied and centered on the needs and interests of the particular students while continuing to emphasize skills development.

At each level of language learning, a student should achieve some proficiency in each skill. The following is an outline of what students should be able to do by the end of each year of a four year sequence at grades 9-12:

First Year

By the end of the first year, students should be able to exhibit the following skills:

- **Listening** - understand memorized words and phrases in the areas of immediate needs
- **Speaking** - satisfy immediate needs using learned words and phrases
- **Reading** - comprehend the written language sufficiently to interpret set expressions in areas of immediate needs
- **Writing** - write simple, fixed expressions and limited memorized materials

Second Year

By the end of the second year, students should be able to exhibit the following skills:

- **Listening** - comprehend sufficiently some non-memorized material such as simple questions and answers in areas of basic survival needs and limited areas beyond basic needs
- **Speaking** - satisfy basic survival needs and minimum courtesy requirements
- **Reading** - comprehend sufficiently simple material in printed form which deals with basic survival or social needs
- **Writing** - meet limited practical needs through recombination of learned vocabulary and structures into simple sentences

Third Year

By the end of the third year, students should be able to exhibit the following skills:

- **Listening** - comprehend sufficiently simple conversations about some survival needs and some limited social conventions in present, past, and future
- **Speaking** - satisfy routine needs and limited social demands and maintain simple face-to-face conversations
- **Reading** - comprehend sufficiently in printed form simple discourse for informative or social purposes including announcements, advertisements
- **Writing** - meet some survival needs and social demands with short paragraphs on familiar topics grounded in personal experience

Fourth Year

By the end of the fourth year, students should be able to exhibit the following skills:

- **Listening** - comprehend sufficiently short conversations about most survival needs and some topics beyond those needs which utilize familiar vocabulary and common verb tense forms
- **Speaking** - satisfy survival needs with developing language flexibility and sustains general conversation on factual topics beyond those needs
- **Reading** - comprehend sufficiently simple paragraphs for personal communication, information or recreational purposes, and uncomplicated authentic prose and poetry
- **Writing** - meet most survival needs and writes simple letters, brief synopses, and short compositions on familiar topics

Throughout all levels of language instruction, cultural experiences are provided for students to develop the ability to recognize, understand and appreciate the value system, life styles, behaviors, thought processes, and beliefs of other people; the interrelatedness of nations; and an acceptance of the commonalities and differences among people and nations. The basic program contemplates instruction in one second language.

Social Studies

This program focuses on economic, political, historical and social knowledge and skills needed by all students for becoming responsible citizens in an interdependent world. This knowledge and skill will help form attitudes and values consistent with our democratic heritage and will be of both immediate and long-term importance.

As a result of studies in grades 9-12, students will:

- analyze and evaluate economic, social, and political problems and policies
- gain historical perspective
- understand the basic concepts and methodology of the particular disciplines
- recognize what it means to be an American citizen and understand and respect the cultural pluralism that characterizes the American experience
- become more competent users of information about national and world affairs
- gain a basic understanding of the American system of private enterprise
- develop a respect for law and an understanding of rights and responsibilities of citizenship
- continue to develop critical thinking and research skills and to apply them in their study of history and social sciences.

The basic high school social studies program must include the following courses:

United States history
World history, cultures, and geography
Economics and Government

Vocational Education

Beyond grades 7 and 8, vocational education is organized in a sequence of introductory, advanced, and specialized courses. In grades 9 and 10, advanced and specialized classroom instruction are combined with simulated work experiences and in grades 11 and 12, with on-the-job training. Students also do production work and community service projects, visit workplaces, shadow workers, and participate in internship and apprenticeship programs. Student organizations are a vital part of each instructional program areas.

Each vocational offering should be based on identifiable objectives and core content competencies which enable students to develop a specified level of proficiency and to attain the skill, understandings, and attitudes necessary to function as a productive and a self-fulfilled work force.

Evaluation of individual achievement should be based on a comparison of his or her performance with a predetermined standard, rather than through a comparison with the performance of other students. Each student should be furnished written documentation of specific competencies achieved through participation in a vocational education program.

Priority with the curriculum design is to be given to the vocational skill development component of the program. This component concentrates on job preparation and entry-level employment skills. Planning also must ensure that all students are given an opportunity to explore the world of work, obtain vocational knowledge, skills, and attitudes in preparation for advanced training activities and practical life situations which will allow students to appraise their own individual talents, interests, and aptitudes. An assessment of labor market demands and projections, in addition to student needs and interests, must be considered when designing the curriculum offerings. A basic high school vocational education program must include offerings in at least three of the following areas:

Prevocational Education
Agriculture Education
Business & Office Education
Marketing & Distributive Education
Health Occupations Education
Home Economics Education
Industrial Arts Education
Trade & Industrial Education

In addition to the basic high school vocational program offerings, school districts must establish a vocational guidance, placement and follow-up program to assist students in planning and enrolling in an appropriate sequence of courses in grades 9-12.

Class sizes are specified in the Vocational Education *Program of Studies.*

III. PROGRAMS NOT CONFINED TO SUBJECT AREAS

Exceptional Children

The Purpose of Programs for Exceptional Children

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop their abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multihandicapped, orthopedically impaired, other health impaired, pregnant, emotionally or behaviorally handicapped, specific learning disabled, speech-language impaired, and visually impaired (blind or partially sighted). See Section .1501 of *Rules Governing Programs and Services for Children with Special Needs* for definitions of these classifications.

Exceptional children programs and services may be classified as both instructional programs and instructional support services, depending upon the educational need of an individual learner.

Content Sequence and Learning Outcomes

Curricula for most exceptional learners follow the curricula designed for learners in general education. Emphasis must be given to instruction in communications, cultural arts, healthful living, mathematics, science, career and vocational education, depending upon the needs of the individual learner. Attention must focus upon cognitive, affective, psychomotor and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

Learning outcomes—knowledge, skills, concepts, understandings, and attitudes—for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some severely handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The purpose for adapting or changing curricula and teaching and learning strategies for exceptional learners is to assist the learners to achieve as much as is possible from their school experiences and be prepared to function as independently as is possible in their environments. Completion of school experience by handicapped learners is determined by meeting the requirements for graduation or by attaining the goals set forth in the Individualized

Education Program, or both. In order to graduate, an exceptional learner must obtain the State-mandated units of credit based upon successful completion of course work and make a passing score on the State Competency Test.

The units of credit may be obtained by:

- Enrolling the exceptional learners with non-exceptional learners into courses required for graduation.
- Providing special courses for the exceptional learners and modifying the courses required for graduation to meet the particular needs of the learners. The courses may be taught by special education teachers and/or other teachers.
- Providing units of credit for the courses needed by individual learners for graduation when they are enrolled in a block program. In a particular class, more than one course may be taught. For example, a teacher of the educable mentally handicapped may teach mathematics to some students and English to others during the same class period. These courses may be counted toward graduation.

Although the course requirements are the same for exceptional learners as with non-exceptional learners, the courses must be tailored on an individual basis to meet a learner's particular needs.

Teachers, principals and the school system's central office staff have the responsibility for evaluating the learning outcomes for exceptional learners just as they do for learners in general education. The primary purposes for the evaluation of learner outcomes are to determine gains made by individual learners and to determine changes that occur at class, school and system levels. Learning outcome data are useful in the formulation of goals, the derivation of measurable objectives from stated goals, and a systematic method for planning.

The Individualized Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. Periodic probes to determine a learner's achievement may be made through various tests or methods: teacher observation, commercially-made and teacher-made tests, checklists, writing samples, product development, sociograms, and the like. Data-based teaching, with daily recording of learner responses, is most appropriate for determining degree of mastery.

All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs. Modification of instructional programs, creative instructional approaches, and individualized programming are necessary to meet the special needs of exceptional learners.

Autistic. Learners with autism are a very heterogeneous group in their intellectual abilities, ranging from profoundly mentally handicapped to normal or near normal levels of intelligence, but with most functioning at the mentally handicapped level of intellectual development. Regardless of level of intellectual ability, the characteristic problems in language and social relationships interfere with the school achievement of all learners with autism. The expected learning outcomes vary widely depending upon the abilities of the individual.

Emotionally or Behaviorally Handicapped. If appropriate early intervention services are provided to emotionally or behaviorally handicapped learners, they will generally be able to progress academically on grade level. If services are delayed, emotionally or behaviorally

handicapped learners may fall several grades below their indicated potential. These learners range in intelligence and achievement from very low to superior, and may score very high on standardized tests while failing the course work in school. Others may perform well in the course work, but score very low on standardized tests. It is imperative that the learning outcomes set for emotionally or behaviorally handicapped learners be determined on an individual basis according to the special behavioral, intellectual, perceptual and educational strengths and weaknesses of the learner.

Academically Gifted. These learners possess general intellectual ability and specific academic achievement. The determining factors for learning outcomes of gifted learners are program design and intent. A learner that is gifted in one academic subject or area may not be gifted in all subjects or areas. Academically gifted learners are expected to excel far beyond general education minimum competency goals and performance indicators established in any area of study in which they have been identified as gifted.

Hearing Impaired. Educational programming for the deaf or hard of hearing learner has the same learning outcomes as those of hearing learners. The curricular requirements of the regular course of study are appropriate for determining competency goals and performance indicators for the hearing impaired learner. Exceptions may be indicated depending upon the extent of the impairment and the functioning level of the learner.

Mentally Handicapped. The skills, knowledge and attitudes developed for learners in general education may be the same for many educable mentally handicapped learners and for some trainable mentally handicapped learners. In addition to competency goals in basic skills areas, these learners require competency goals in self-care, personal development and selected areas of vocational education. Learners who are severely or profoundly mentally handicapped require the establishment of learning outcomes that are different from those developed by general education.

Multihandicapped. Learning outcomes for some multihandicapped learners may be the same as for those learners in general education. Generally, multihandicapped learners possess severe types of handicapping conditions that require learning outcomes that are much the same as those for the severely mentally handicapped. The type and severity of the various handicapping conditions are important factors in determining competency goals for these learners.

Orthopedically Impaired, Other Health Impaired, Speech-Language Impaired, and Visually Impaired. Learners with these handicapping conditions are basically the same as non-handicapped learners; therefore, the learning outcomes developed for general education are usually appropriate. Exceptions may be indicated depending upon the extent of the impairment and the functioning level of the learner.

Specific Learning Disabled. Learning outcomes of general education will be the same for most learners with specific learning disabilities. However, the performance indicators may often differ. Instruction may be provided on a one-to-one basis, in small groups or in large groups, with most learners needing a combination of these approaches during the school day. Attention must be given to the need for individualization, with instruction designed in keeping with each learner's preferred learning modality.

The necessary components for exceptional children programs include: (1) identification, referral, screening, evaluation and placement of learners, (2) parental involvement in evaluation and placement processes, (3) development of Individualized Education Programs or

Group Education Programs, (4) due process rights for parents, (5) maintenance of confidentiality of records and of a data collection system, and (6) provision of instruction and related services.

Instruction is based upon the curricular needs (academic, affective and vocational) of each learner. Instruction varies from learner to learner; curriculum may vary from learner to learner. Grade levels often have little meaning for many handicapped learners, especially those with the more severe types of handicapping conditions, including those with cognitive defects.

For those handicapped students for whom grade-level recognition may be significant, the following descriptions may be appropriate:

Grades K-3

The curriculum for the handicapped learner, in general, should revolve around health, mental and physical, social experiences, readiness activities, visual and auditory discrimination, language, speech, quantitative concepts, motor skills, and familiarity with common materials, their uses and methods of using them. These are not taught effectively in isolation, but rather should be taught through the use of units and activities. In this way meaning is associated with the development of skills and concepts, a need for them is present, and an opportunity for their application at hand.

Grades 4-6

The curriculum is developed around two major areas of emphasis: improvement in general living skills and development of proficiency in the understanding and use of academic skills. The areas are taught as integrated activities rather than apart from each other.

Grades 7-8

The curriculum offers a consolidation of social and academic skills learned at the previous levels. Greater and more varied application of academic skills, prevocational skills and social experiences are presented. Efforts are made to establish readiness for learning about jobs and job requirements.

Grades 9-12

The curriculum at this level draws upon all that has been taught to the learner and emphasizes the provision of experiences and the development of concepts and attitudes required in wholesome, contributing community membership. Extensive attention must be given to occupations and employment.

A basic high school (handicapped children) program should include the following:

Four units in English
Two units in Mathematics
Two units in Social Studies
Two units in Science
One unit in Physical Education and Health
Nine units based upon the Individualized Education Program

Staffing

The following teacher to student ratios are recommended:

Category	Degree	Recommended Ratios
Autistic	Moderate	1:8
	Severe	1:4
Educable Mentally Handicapped	Mild	1:35
	Moderate	1:25
	Severe	1:12
Trainable Mentally Handicapped	Mild, Moderate, & Severe	1:10
Severely/Profoundly Handicapped Handicapped	Severe	1:3
Multihandicapped (i.e., Deaf-Blind)	Moderate	1:7
	Severe	1:3
Learning Disabled	Mild	1:35
	Moderate	1:25
	Severe	1:12
Emotionally or Behaviorally Handicapped	Mild	1:20
	Moderate	1:16
	Severe	1:8
Physically Handicapped	Mild	1:15
	Moderate	1:15
	Severe	1:12
Hearing Impaired	Mild	1:20
	Moderate	1:15
	Severe	1:6
Speech Impaired	Mild	1:40
	Moderate	1:12
	Severe	1:10
Visually Impaired	Mild	1:35
	Moderate	1:15
	Severe	1:5
Other Health Impaired	Mild	1:20
	Moderate	1:16
	Severe	1:12
Pregnant Students		1:20
Gifted Students		
Regular Class/Supportive		1:75
Part-time Sp. Class		1:100
Self-contained		1:26

Extended Day Program

The Extended Day Program offered in North Carolina is an alternative for students who have difficulty during the traditional school day. The program is designed to serve students, ages 16-19, who have needs which cannot be met between the traditional school hours of 8:00 a.m. - 3:00 p.m. Smaller class size, individualized instruction, and an informal learning environ ment are the cornerstones for success of the program. The extended day program, an extension of the regular school day, should provide the following:

- re-entry into the regular school day, if appropriate
- development of opportunities for post-secondary training
- employment opportunities
- graduation from high school

There is a definite need to expand the extended day program for students in the middle grades. A preventive approach, dealing with potential problems as they develop, is necessary for long term success. The ideal program should be expanded to a larger population of students with a wider variety of instructional programs, encouraging full utilization of facilities and human resources.

Remedial and Compensatory Efforts

Local school administrative units shall provide remedial education to all students who fail to meet State promotion standards, including the competency test, or who are identified as in danger of failing to meet these standards. Remediation can occur during the regular school year or during the summer.

Compensatory education programs provide assistance to students who need additional help to succeed in school, particularly in basic academic areas. Not all eligible children are served, because the program is supported only by federal dollars.

In-School Suspension Program

An In-School Suspension allows the following:

- Modifying of unacceptable behavior of students in such a way as to allow them to function successfully in the regular classroom.
- Counseling to help students better understand the nature of their personal problems through individual and group counseling.
- Continuation of students' regular academic work.
- Formulating a solution to the student's behavior problem through conferences of all concerned: the parent(s), counselor, student, and other appropriate individuals.

Student Services

Student services programs focus on the well-being of students and on helping to prevent or correct any conditions which might interfere with learning.

Pre-School Screening

Each school district will have a comprehensive pre-school screening program for the purpose of identifying student's physical status and developmental strengths and needs prior to school entry. Results of screening will be used to develop educational plans to address student's individual strengths and needs, and to identify students who should be referred for

further observation or evaluation. The areas to be screened include: speech, hearing, sight, gross and fine motor skills, health, and cognitive, social, and emotional maturity.

School Counseling

School Counselors:

- Provide individual counseling for students
- Share information with school personnel, parents, and community agencies about the needs and concerns of students
- Provide group counseling for students
- Assist students in educational and vocational placement based on their aptitudes, achievements, and interests
- Refer students to community agencies for services

School Social Work Services

School social workers:

- Provide a liaison between the school, home, and community resources in resolving problems of school adjustment and attendance
- Help students, their families and school in crisis situations by reducing tensions, providing support and offering alternatives for action
- Serve as a student advocate to ensure that the student's educational, legal and personal rights are not violated
- Refer students to community agencies for help in problems such as substance abuse, family violence, and individual and family counseling

School Psychological Services

School psychological services are provided in the areas of prevention, early intervention, and remediation.

Direct services for students, parents and school personnel include:

- Consulting with parents, teachers, and administrators about the educational, behavioral, and mental health needs of students
- Providing services such as counseling, behavior management, social skills training, and crisis intervention
- Assessing students to determine their instructional needs, strengths and weaknesses, learning styles, etc.

Indirect services include:

- Coordinating group testing programs and assisting school officials to identify student needs
- Coordinating services from other community agencies to meet the educational and mental health needs of students
- Disseminating research findings to teachers and staff on topics such as effective instruction and student learning styles

Health Services

Health services promote physical and mental well-being of children by:

- Providing health counseling
- Providing assessments and referrals concerning health care needs
- Assisting in disease prevention and control
- Monitoring health hazards and their removal
- Educating students to develop positive health habits
- Removing barriers to community health services

Child Nutrition

The child nutrition program helps to provide all students access to nutritionally sound meals each school day. These meals promote the health and well-being of all students and enable them to take full advantage of their schooling. The child nutrition program reinforces activities promoting good eating habits.

All school districts participate in federally-funded child nutrition programs, which provide breakfasts and lunches at full, reduced, or free prices based on federal guidelines.

Federal funds available through the Nutrition Education and Training program are used for developing instructional resources and for training teachers and school food service personnel. All resources used in the classroom are developed in accordance with competency goals and objectives at each grade level, are provided at no cost to school districts, and support other nutrition education efforts in the classroom.

Library/Media Programs

Resources

Print materials, nonprint materials, and accompanying equipment comprise resources found in the library/media collection.

The library/media collection provides supplementary resources in every curricular area compatible with the diverse learning styles and interests of individual students at all levels of ability and maturity. It also provides for leisure interests and professional use.

Selection

Selection of all resources is an important step in developing a collection and should be based on sound principles formulated to carry out the school's philosophy, objectives and curricular specifications.

In compliance with North Carolina General Statute 115C-98(b), each local board of education has adopted a system-wide selection policy that includes criteria and procedures for evaluating and selecting resources for its schools and a procedure for handling challenged materials.

The evaluation and selection of resources should be a cooperative activity of all school personnel and coordinated by the school's Media Advisory Committee in keeping with the adopted Selection Policy.

In order to maintain a relevant collection, obsolete and inappropriate items should be routinely removed from the collection.

Educational equipment should be selected from State contracts listing those items.

Organization

All of the school's resources need to be organized and arranged so that students and teachers can obtain any item quickly and easily. This organization includes classifying, cataloging and providing in a unified card catalog entries for all materials. The inventory of the school's entire holdings of both instructional materials and equipment should be coordinated through the school's library/media center.

Periodic review of the circulation, loan and scheduling policies is encouraged to ensure that no obstacles inhibit the use of the school's library/media collection.

Quantitative Guidelines

Establishing meaningful quantitative guidelines for library/media collections is difficult because instructional programs, teaching-learning strategies and school-wide objectives vary.

Any school conducting an instructional program must have a minimum of materials and equipment. In the school with an enrollment of fewer than 400 students, the library/media collection must have as much scope and variety as the school with an enrollment of more than 400 students.

Quantities below indicate a basic collection for an effective library/media program for 400 students. These stated quantities refer to quality, up-to-date resources. Do not count obsolete, badly worn and inappropriate materials that should be removed from the collection. Also, exclude excessive duplicate materials.

The interdependence of materials and equipment must be recognized as collections are planned. Materials in many different formats can be used only with the appropriate equipment.

The suggested minimum standard for appropriate computer use is one computer for every fifty (50) students. However, some activities which are computer intensive (e.g., programming and word processing) may necessitate a lower ratio.

Printed Materials

	Per Student	Per Media Center
Books	10	
Magazines		15-30
•provide an index to magazines		
•keep back issues 3-5 years		
Newspapers		1-2
•provide local, state and national coverage		
•at least one daily		
Information File		1
Community Resource File		1
Art Reproductions		appropriately
•an be a part of Information File		represented
•represent various artists, subjects, periods		

Globes •globes compatible with abilities and skills of students and subjects taught	1+
Maps •consider merits of overhead transparency maps	appropriately represented
Study Prints •includes charts, posters, graphs	appropriately represented

Nonprint Materials And Accompanying Equipment

A balance between printed and nonprint materials is basic. In order to determine their needs, schools should identify major units of study within the curriculum. These identified curricular areas represent the need for appropriate nonprint, as well as print, resources. Nonprint resources which should be appropriately represented include:

Materials	Supporting Equipment
Audio Recordings -disc and cassette tapes	Record Players Tape Recorders, cassette Tape Players, cassette earphones and jackboxes
Filmstrips -silent and sound	Filmstrip Projectors Filmstrip Viewers
Microforms (secondary schools) -microfilm and microfiche	Microform Readers Microform Reader-Printers
Slides (2″ x 2″)	Slide Viewers Slide Projectors
Films, 16mm sound	16mm Film Projectors
Transparencies	Overhead Projectors
School Television Programs	Antenna and/or Cable Hook Up Television Monitor/Receivers with carts Videocassette Recorder
Microcomputer Courseware	Microcomputer Systems, including appropriate furniture for use

Each school needs an AM/FM radio. Audiovisual carts and projection screens should be in sufficient quantities to facilitate the use of non-print resources. (White walls with matte finish may be used for projecting visuals).

Production Equipment

Any instructional programs requires a great number of locally produced or teacher-made materials that must be, for the most part, tailored to fit specific situations. For these special purposes, every school needs at least the basic equipment necessary for library/media professionals and teachers to prepare their own materials.

Materials To Be Produced	Production Equipment Needed
Laminated pictures and/or mounted pictures	Dry-mount press; tacking iron; paper cutter, 30″-36″ blade minimum; laminating machine
Overhead transparencies Slides without camera	Thermal copier; lettering devices; large-letter typewriter
Recording, audio	Tape recorder; microphone
2″ x 2″ slides, photographs	Instamatic camera (with prefocused copystand, preferred)
Programmed materials	Typewriter, standard; duplicating machine, spirit or mimeograph
Computer courseware	Computer system; blank diskettes
School television programs, recorded off air	Videocassette recorder; blank videocassettes

Intramurals

Interested students in grades 4-12 will be able to participate in a wide range of intramural activities. The program is an extension of the physical education instructional program.

Sports Medicine

The sports medicine program is a support service available to all schools in North Carolina's public schools. The program provides services to persons involved in interscholastic athletics, intramurals, and physical education at the secondary level as well as students or teachers who need emergency medical services due to sudden illness or injury. Although athletic trainers are only required in the high schools, it is recommended provisions be made to provide students in the middle/junior high schools and elementary schools with treatment and conditioning programs. To accomplish this goal, it is suggested that the person in the middle/junior high schools involved with athletics, intramurals, and physical education be trained in basic first aid and CPR by the high school athletic trainer. It is further recommended that a minimum of two persons in each elementary school be trained in these important areas of emergency care.

IV. GENERAL STANDARDS

Promotion Standards

The state will require mastery of specific competencies in reading, language, and mathematics before a student is promoted from grades 3, 6, and 8. Meeting the state standards, however, does not guarantee promotion. A student must also meet local standards. All local school districts must develop their own promotion policies, submit them to the State Board of Education for information by April 1, 1986, and subsequently report any changes. The State Board of Education will develop a suggested model promotion policy, which local boards may use at their discretion. The State Board of Education will, at the request of school districts developing their own policies, provide them technical assistance. The State Board suggests that local units consider factors such as teachers' judgment, grades, attendance, and maturity in designing their policies.

The state standard will not apply to students already retained in the same grade span (K-3, 4-6, 7-8) or certified as trainable mentally handicapped, educable mentally handicapped, or severly/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

The promotion standards and minimum competencies which follow are based upon the curriculum and courses of instruction listed and described in the Basic Education Program. One of the attributes of an effective curriculum is that it evolves as the needs of students change in order to meet the demands of a rapidly changing world. Therefore, standards of promotion and minimum competencies must also change if they are to continue to reflect the curriculum. The State Board of Education will modify state promotion standards and minimum competencies as necessary to be consistent with the curriculum described in the Basic Education Program.

The state standard will be implemented in three phases:

Phase One. A student in grade 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the state standard and must then meet local requirements. A student who scores at the 24th percentile or below enters Phase Two.

Phase Two. In Phase Two, a student is tested for mastery of the competencies listed below. The State Board of Education will develop the Phase Two test and set the mastery score. Students who do not achieve the mastery score will be retained, unless they successfully attend a summer program in which they will have another chance to develop the competencies specified.

Those who demonstrate mastery will have met state standards and may be promoted if they have also met local requirements.

Phase Three. The State will fund the costs of teachers and transportation needed for the summer programs. The same child nutrition program provided during the regular school year may be provided students in the remedial summer program. The principal and the teacher will determine whether, at the end of the summer program, a student has mastered the specified competencies. For handicapped pupils, the principal will make the decision in consultation with the teacher and school-based committee.

The State Board will develop a test to be administered to each child at the end of summer school. Although the purpose of the test will be to provide a means by which the State Board can evaluate the effectiveness of the summer program, teachers and principals may use the results of the test to assist them in deciding whether their students have mastered the appropriate competencies.

The principal and teacher referred to in this section are the individuals working in the summer program. In cases where the principal of the summer program and the teacher decide a child has met the state standard, the principal of the child's regularly assigned school will then determine whether the child should be promoted according to the local promotion policy.

Any student who does not achieve the mastery score on the Phase Two test will be retained unless that student successfully completes summer school. A principal may, however, determine that for justifiable reasons a child cannot attend summer school, and that the child's parent or guardian will provide an alternative means for the child to master the specified competencies. The principal shall require the parent or guardian to present information regarding the summer instructional program provided the child and the child's performance in that instructional program. In such cases the principal remains the final judge of whether a child has mastered the competencies, and the child must also take whatever standardized test is administered to summer school students.

A student who is retained as a consequence of failing to meet state or local standards shall receive a comprehensive educational assessment. Findings of the assessment shall be used in determining the appropriate remediation goals and programs.

Local units shall develop special procedures to identify high risk students in grades K-12. The State Board of Education shall provide appropriate technical assistance in these efforts. High risk students are those who score at or below the 25th percentile on a standardized achievement test, or are judged by their teachers to be in danger of failing to achieve the minimum competencies specified by the State Board of Education.

School personnel (including teachers, instructional support staff, and administrators) shall consider how the curriculum content and instructional methods may be modified within the regular classroom to benefit high risk students.

Minimum Competencies
Third Grade

Reading/Language Arts

1. Read a passage with a reading level of 3.1 and identify the main idea
2. Read a passage with a reading level of 3.1 and identify details stated
3. Read a passage with a reading level of 3.1 and select the correct sequence of events
4. Read a passage with a reading level of 3.1 and identify the setting
5. Read a passage with a reading level of 3.1 and identify the cause and effect of a relationship
6. Read a passage with a reading level of 3.1 and select the best conclusion
7. Read a passage with a reading level of 3.1 and predict the outcome
8. Read orally with expression at a reading level of 3.1
9. Read independently a variety of materials
10. Identify synonyms, antonyms, multiple meanings, and root words as they appear in a passage
11. Capitalize first word in sentences, names of persons and places, days of the week, months of the year, and the pronoun "I" when writing
12. Spell correctly at least 75 high-frequency words when writing
13. Form legibly all upper and lower case manuscript letters when writing
14. Write at least three complete sentences related to a topic, using conventional subject-verb agreement and appropriate punctuation
15. Use a dictionary to check spelling
16. Speak in order to give a message, retell a story or take part in discussions
17. Follow two-step oral and written directions

Mathematics

1. Add three 1-digit numbers
2. Compare two numbers less than 100 without using symbolic notation
3. Order numbers less than 1000
4. Add two 2-digit numbers, regrouping ones
5. Add a l-digit number to a 2-digit number, regrouping ones
6. Add three 2-digit numbers, regrouping ones
7. Add two 3-digit numbers with no regrouping
8. Subtract two 2-digit numbers, regrouping tens
9. Subtract a 1-digit number from a 2-digit number, regrouping tens
10. Subtract two 3-digit numbers with no regrouping
11. Use addition or subtraction to solve word problems appropriate to computational level
12. Write the value of one dollar, dimes, and pennies
13. Write the standard form for hundreds, tens, and ones
14. Use repeated addition to develop multiplication facts in multiples of 2, 3, 5, and 10
15. Multiply two 1-digit numbers, using facts through 25
16. Use arrays to develop division facts through 25
17. Use 1-digit numbers as factors and divisors, using facts through 25
18. Use multiplication (facts through 25) to solve word problems appropriate to computational level
19. Tell time to the nearest five-minute interval
20. Measure length to the nearest centimeter and inch

21. Identify fractional parts of a region (1/2, 1/3, 1/4)
22. Identify cubes, cylinders, and spheres
23. Identify circles, triangles, squares, and rectangles
24. Recognize ordinal numbers to tenths
25. Extend sequence of given pattern
26. Read and interpret bar and picture graphs

Sixth Grade

Reading/Language Arts

1. Read a passage with a reading level of 5.0 and identify the main idea
2. Read a passage with a reading level of 5.0 and identify a detail stated in the passage
3. Read a passage with a reading level of 5.0 and select the correct sequence of events
4. Read a passage with a reading level of 5.0 and identify the setting
5. Read a passage with a reading level of 5.0 and identify the cause and effect of a relationship
6. Read a passage with a reading level of 5.0 and select the best conclusion
7. Read a passage with a reading level of 5.0 and identify the characters' traits, attitudes, and actions
8. Read independently a variety of materials
9. Identify synonyms, antonyms, and multiple meanings of words
10. Identify root words and affixes
11. Recognize word categories
12. Capitalize first word in sentences, names of persons and places, days of the week, months of the year, and the pronoun "I" when writing
13. Identify correct spelling of words
14. Choose the correct punctuation for a short paragraph
15. Identify correct plurals of nouns and verbs
16. Select forms of verbs to agree with subjects
17. Choose the correct pronoun to represent a given noun
18. Write descriptive and clarification paragraphs consisting of complete sentences related to the topic, and using conventional grammar, punctuation, capitalization, and legible handwriting
19. Identify correct abbreviations
20. Locate information in directories and reference materials
21. Participate appropriately in a group discussion as both a speaker and a listener
22. Follow three-step oral and written directions in sequence

Mathematics

1. Write the standard form of a number up to millions
2. Compare numbers to millions
3. Add two 4- or 5-digit numbers with regrouping
4. Subtract two 4- or 5-digit numbers with regrouping
5. Multiply a 2-digit number or a 3-digit number by a 1-digit number with regrouping
6. Multiply a 3-digit number or a 2-digit number by a 2-digit number
7. Divide a 3- or 4-digit number by a 1-digit number with a zero in the quotient
8. Divide a 3- or 4-digit number by a 2-digit number
9. Use an estimate to check the reasonableness of a given sum, difference, product, or quotient

10. Write decimals to thousandths
11. Add decimals to thousandths
12. Subtract decimals to thousandths
13. Write decimals greater than 1 using tenths and hundredths
14. Write the least common multiple of two numbers
15. Find the greatest common factor of two numbers
16. Write the simplest form for a fraction
17. Write a fraction or mixed number with denominator 10, or 100 as a decimal and a decimal as a fraction
18. Multiply two unit fractions or a fraction by a whole number
19. Multiply a mixed number by a fraction, or a whole number
20. Multiply a decimal and a whole number or 2 decimals in tenths
21. Add fractions
22. Read and interpret bar, line, circle, and picture graphs
23. Add, subtract, multiply, and divide to solve word problems appropriate to computational level
24. Determine appropriate metric unit for length, using centimeter, meter or kilometer
25. Determine appropriate U.S. customary unit for length using inch, foot, yard or mile.
26. Solve word problems involving money
27. Solve problems involving perimeter and area when a formula is given
28. Compare decimals
29. Find the average of a group of numbers
30. Identify angle, parallel lines, and perpendicular lines

Eighth Grade

Language Arts

1. Read a passage with a reading level of 6.6 and identify the main idea
2. Read a passage with a reading level of 6.6 and identify a detail stated in the passage
3. Read a passage with a reading level of 6.6 and select the correct sequence of events
4. Read a passage with a reading level of 6.6 and identify the setting
5. Read a passage with a reading level of 6.6 and identify what is implied but not directly stated in the passage
6. Read a passage with a reading level of 6.6 and select the best conclusion
7. Read a passage with a reading level of 6.6 and select either the implied similarities or difference between characters, objects, or events
8. Read a passage with a reading level of 6.6 and identify the persuasive or propaganda technique used
9. Read a passage with a reading level of 6.6 and identify statements about the passage as either fact or opinion
10. Read independently a variety of materials
11. Identify synonyms, antonyms, and multiple meanings for words
12. Identify word meaning using context clues, root words, and affixes
13. Recognize word categories
14. Capitalize first word in sentences, names of persons and places, days of the week, months of the year, and the pronoun "I" when writing
15. Identify correct spelling of words
16. Choose the correct punctuation for a short paragraph
17. Identify correct plurals of nouns and verbs

18. Select forms of verbs to agree with subjects
19. Choose the correct pronoun to represent a given noun
20. Arrange sentences in the best logical order to form a coherent paragraph
21. Write point-of-view and persuasive paragraphs consisting of complete sentences related to the topic, and using conventional grammar, punctuation, capitalization, and legible handwriting
22. Identify correct abbreviations
23. Locate information in directories and reference materials
24. Present an oral report to the class in an organized manner
25. Follow oral and written directions to complete a task

Mathematics

1. Write the standard form for numbers up to 12 digits
2. Round whole numbers to a designated place
3. Compare numbers to millions
4. Round a decimal to a designated place
5. Compare decimals and fractions
6. Add, subtract, multiply, and divide whole numbers
7. Add, subtract, multiply, and divide decimals
8. Add, subtract, and multiply fractions
9. Write a fraction or mixed number with denominator 10, 100, or 1000 as a decimal and a decimal as a fraction
10. Multiply or divide a decimal by a power of 10
11. Divide two decimals, rounding quotient to the nearest tenth or hundredth
12. Estimate the sum, difference, product or quotient of two whole numbers
13. Write fraction, decimal, and percent equivalents
14. Find a percent of a number
15. Find what percent one number is of another number
16. Find the perimeter of a polygon
17. Find the circumference of a circle when given the formula $C = \pi d$ and the value for π.
18. Write the least common multiple (LCM) of two numbers
19. Find the greatest common factor (GCF) of two numbers
20. Determine appropriate metric units for length using cm, m, or km
21. Determine appropriate customary units for length using in., ft., yd., or mile
22. Write decimals greater than 1 using tenths and hundredths
23. Write decimals to thousandths

Instructional Time

School systems throughout North Carolina will require a minimum of 5.5 hours of instructional time per student per day. Instructional time is that time during which students are assigned to a teacher for the primary purpose of instruction. Instruction is any activity that leads toward the mastery of specific educational goals as stated in the *North Carolina Standard Course of Study* and local guides. The North Carolina State Board of Education requires that the instructional day for each child shall be 5.5 hours, except in those situations where a local board of education deems such as instructional day inappropriate for a child. Local boards of education may also deviate from this standard in providing education for kindergarteners and for handicapped children.

Through definitely a part of school life, some activities, such as the following, are not considered to be part of instructional time: changing classes, homeroom, lunch, pep rallies, and school dances. Local boards of education will decide which other activities are instructional, and therefore part of the instructional day, in accordance with the second and third sentences of the first paragraph of this section. Although the instructional day will last a minimum of 5.5 hours throughout the state, the length of the school day, which includes additional activities, can be expected to vary from school district to school district, from school to school, and even from student to student.

School Year

There shall be operated in every school in the state a uniform school term of at least 180 days for instructing pupils, of which one day may be used for orientation.

High School Graduation Requirements

All students enrolled in public high school graduation programs must receive passing scores, as specified by State Board of Education policy, on one of three approved North Carolina Competency Tests in Mathematics and in Reading and Writing in order to graduate. The competency test is administered annually to students during their junior year in high school. Any student who fails all or part of the competency test receives remedial instruction and will have additional opportunities to take the test up to and including the last month of the twelfth grade.

Handicapped students may be exempted from taking the competency test, but must submit a written request for a waiver to the superintendent of the local school district in accordance with State Board of Education policy.

In addition to passing the minimum competency test, students must successfully complete 20 units of credit in grades 9 through 12 as specified by State Board of Education policy in order to graduate from high school. (Students graduating prior to the 1986-87 school year must successfully complete 18 units of credit.) The 20 units must include:

four units in English
two units in mathematics
two units in social studies (one in government and economics and one in United States history)
two units in science (one in a life science or biology and one in a physical science)
one unit in physical education and health
nine units to be determined by the local education agency

In addition to the state's graduation standards, local school units may adopt additional requirements or standards which students must also attain in order to graduate from high school.

V. MATERIAL SUPPORT

Instructional Materials

Funds for instructional supplies and materials will be allotted in the amount of $25 in constant (1985) dollars for each student in average daily membership.

Instructional Equipment

An additional five dollars will be provided for each student in ADM for instructional equipment, including, but not limited to math and science, and also an additional five dollars for every student in ADM in grades 7-12 for vocational equipment in constant (1985) dollars.

Textbooks

Funds for textbooks will be allotted in the amount of $20 in constant (1985) dollars for each student in average daily membership. A list of approved textbooks is included in the appendix.

Facility Program

Individual School Facilities

School facilities should provide an adequate environment to support all learning activities, functions and student services which make up the total school curriculum. Some characteristics of good school facilities are:

- Safe—complies with North Carolina Building Codes for fire, health, and safety
- Clean, sanitary
- Adequate heating and ventilating systems
- Adequate air conditioning systems (particularly in Piedmont and coastal North Carolina)
- Adequate lighting
- Good acoustics
- Aesthetically pleasing and conducive to learning
- Accessible to handicapped persons
- Suitable for use by the community
- Flexible in design to allow for change in curriculum demands

Individual school facilities provide adequate space for programs as indicated below for elementary, middle/junior high, and high schools. The spaces described are for typical schools, but vary in size and nature according to the schools' expected membership and curriculum offerings. Some typical school spaces and their suggested sizes are:

Elementary Schools - 90 square feet per student (400-700 students)

Classrooms	Square Footage
K-1	1,200
Grades 2-3	1,000

Classrooms	Square Footage
Grades 4-6	850
Music	1,000
Reading Lab	450
Mathematics Lab	450
Exceptional Children—Resource	450
Exceptional Children—Self-Contained	1,200
Project Room (Art, Science, Crafts, etc.)	1,200
Administration	
Principal	250
Assistant Principal*	150
Secretary/Receptionist	400
Guidance - Individual or Small Groups	150
Health/Restrooms	300
Other Student Services	150
Workroom	300
Conference Room	300
Custodial Spaces	400
General Storage	1,500
Book Storage	1,000
Media - 4-6 square feet/student plus 1,200 support areas	
Dining Room - 1/3 X student body X 10 sq. ft.	
Kitchen	1,800
Playroom/Assembly	3,600
Teacher Lounge	500
Teacher Workroom	500
Circulation, Mechanical Rooms, Toilets, etc. @ 25% of total square footage	
Middle/Junior High Schools - 120 square feet per student (500-800 students)	
Regular	750
Science and Storage	1,200
Choral	1,200
Band	1,200
Reading Lab	450
Mathematics Lab	450
Exceptional Children—Resource	450
Exceptional Children—Self-Contained	1,200
Prevocational Education - (grades 7-8)	
Occupational Information*	1,000
Service Laboratory*	1,500
Industrial Laboratory*	1,300

*If required

Business Laboratory*	1,500
Environmental Laboratory*	1,300
Vocational Education - (if 9th grade is included)	
Industrial Arts*	2,950
(classroom 750, lab 2,000, storage 200)	
Agriculture*	2,800
(classroom 750, lab 1,850, storage 200)	
Consumer & Home Economics*	1,600
Business Education*	1,400
Typewriting, Keyboarding, Introduction to Computers, Introduction to Business	1,200
Administration	
Principal	300
Assistant Principal	200
Secretary/Receptionist	400
Guidance/Receptionist	300
Health and Toilets	400
Other Student Services	200
Workroom/storage	400
Conference Room	300
Custodial Spaces	500
General Storage	1,500
Book Storage	2,000
Media - 4-6 sq. ft./student plus 2,000 support services	
Audio Visual Viewing	600
Dining Room - 1/3 x student body x 12 sq. ft.	
Kitchen	2,000
Teacher Lounge	800
Teacher Workroom	800
Gymnasium/Locker Room/Offices	10,000
Teaching Theater	2,000
Commons	1,500
Circulation, Mechanical, Toilets, etc. @ 30% of total square footage	

High Schools - 140 sq. ft. per student (800-1,200 students)

Classrooms	**Square Footage**
Regular	750
Science/Storage	1,500
Choral	1,200
Band	1,500
Reading Lab	450
Mathematics Lab	450
Speech	200

*If required

Exceptional Children—Resource	450
Exceptional Children—Self-Contained	1,200
Art	1,500
Dramatics	1,000
Typing	1,200
Home Economics	1,400
Marketing & Distributive Education*	1,200
Health Occupations*	1,200
Industrial Arts Lab*	2,000
Auto Mechanics Lab*	2,000
Agriculture Lab*	2,000
Machine Shops Lab*	2,000
Construction Lab*	3,000
Business & Office Education*	1,200
Computer Lab	1,000
Drafting*	1,000

Administration

Principal	300
Assistant Principal	300
Secretary/Receptionist	400
Secretary	200
Guidance/Receptionist	400
Other Student Services	200
Workroom/Storage	400
Conference Room	300
Record Storage	100
Custodial Spaces	500
General Storage	1,500
Book Storage	2,000
Media - 4-6 sq. ft./student # 2,000 support services	
Dining Room - 1/3 x student body x 12 sq. ft.	
Kitchen	2,500
Teacher Lounge	800
Teacher Workroom	800
Gymnasium/Locker Room/Offices	20,000
Auxiliary Gym	3,600
Auditorium - largest class x 8 sq. ft. per student # 4,000 sq. ft. for stage/dressing/storage	
Commons	2,000
Student Offices	2,000
Circulation, Mechanical Rooms, Toilets, etc. @ 30% of total square footage	

*If required

School Sites

School sites must provide adequate space for the location of buildings, access between and among these and to the street and drives for buses, autos, and pedestrians. Like school buildings, sites are also places for learning and must provide for physical activities, athletics, and environmental and aesthetic experiences. Some characteristics of good school sites are:

- Safe, protected from major highways, railroads, or other traffic hazards
- Attractive both naturally and by design
- Good landscaping and site development to allow maximum use and safe, efficient traffic flow for pedestrians, automobiles, and buses
- Free from erosion or flooding
- Paved drives, parking areas, sidewalks, and bus loading areas
- Exterior lighting
- Physical education equipment and play areas
- Physical education fields—paved and grassed
- Athletic fields
- Spectator accommodations
- Widely accepted, minimum site acreage as recommended by the Council of Educational Facility Planners as indicated below:

  Elementary - Ten acres plus one acre for each 100 students
  Middle School/Junior High - Twenty acres plus one acre for each 100 students
  High School - Thirty acres plus one acre for each 100 students plus 10 acres for an athletic complex

Equipment

Adequate equipment is needed to support the instructional program and provide essential services. Typically, equipment includes chairs, desks, science equipment, vocational tools and equipment, library furniture, typewriters, copying machines, maps, globes, computers, bookcases, printing equipment, movable storage closets, televisions, projectors, record players, tape recorders, reading machines, dining room furniture, aquariums, terrariums, animal cages, physical education equipment, athletic equipment, and food service equipment.

For planning purposes, many estimate that initial capital outlay equipment should represent approximately ten percent of the building's cost.

Board Of Education Office

Adequate facilities are needed for the superintendent and his staff. Some characteristics of good board of education office facilities are:

- An attractive, landscaped site in an appropriate neighborhood
- Paved parking lots, drives, and sidewalks
- Adequate parking for staff and visitors
- Offices for the central staff, bookkeeping and record storage
- An attractive, functional board room with capacity for typical audiences
- Professional and curriculum library
- Print shop
- Mail room
- Staff lounge
- Facilities for audio visual equipment, materials and their maintenance

Maintenance Shop

A maintenance facility is needed to facilitate the unit's maintenance program. Some characteristics of a good maintenance facility are:

- Adequate acreage for parking maintenance vehicles, and staff's personal vehicles; adequate acreage for storing maintenance equipment and supplies
- Appropriate shops, i.e., cabinetmaking, plumbing, heating, glass, electrical, hardware, welding, roofing, landscaping, etc.

Transportation Garage

County boards of education need an adequate facility to maintain and operate the school buses in the county including those serving the city school districts, where applicable. Some characteristics of good transportation facilities are:

- Adequate site for storing buses and maintenance facilities, preferably in a fenced area
- Storage for parts, fuel, tires, batteries, etc.
- Repair bays - mechanical, body and tire service
- Wash rack
- Paint bay
- Battery charging and service area

School Food Service Office And Storage

Many boards of education have central facilities to support the food service program. These facilities include offices for management, clerical and bookkeeping personnel. Space is provided for receiving food stuffs, materials and equipment, for storing both dry and refrigerated food, and for making final distribution to the schools. The site also provides for parking and vehicular access, particularly for large trucks and vans delivering in quantity.

VI. STAFFING

A. District Level Staffing

1. **Superintendents** - One for each LEA
2. **Assistant or Associate Superintendents** - Positions will be allotted as follows:

ADM	Number of Positions
0 - 1,999	1
2,000 - 4,999	2
5,000 - 9,999	3
10,000 or above	4
each additional 10,000 above 19,999	1

3. **Finance Officer** - One position will be allotted for each County
4. **Psychologists** - One for every 2,000 students in ADM, at least one per county
5. **School Social Workers** - One for every 2,500 students in ADM, at least one per county
6. **School Nurses** - One for every 3,000 students in ADM, at least one per county
7. **Instructional Supervisors** - Positions will be allotted as follows:

ADM	Number of Positions
0 - 1,999	1
2,000 - 4,999	2
5,000 - 9,999	3
10,000 - 14,999	4
each additional 5,000	1

8. **Math, Science and Computer Science Teachers** (Special allotment of 100 teachers) -One for each county
9. **Maintenance Supervisors** - One for each LEA
10. **Secretaries/Clerical Support** (Central Office) - Positions will be allotted as follows:

ADM	Number of Positions
0 - 1,999	3
Each additional 1,000	1

11. **Maintenance Workers** - One position for every 400 students in ADM
12. **Transportation Supervisors** - One for each county
13. **Child Nutrition Supervisors** - One for each LEA
14. **Transportation Workers** - Allotment to be determined based on demonstrated need, including the approved number of school buses in operation during the school year.
15. **Community Schools** - one for each LEA

B. **School Level Staffing** (All positions in this section are assigned at the school level. Some are allotted, however, based on district-wide ADM; others by school.)

By District ADM:

1. **Classroom Teachers** (The following ratios are needed to maintain appropriate class sizes. They are explained in Section D below.)

   K-3: One teacher for every 20 ADM
   4-6: One teacher for every 22 ADM
   7-8: One teacher for every 21 ADM
   9-12: One teacher for every 24.5 ADM
   Handicapped, K-12: One for every 22 certified ADM*
   Academically Gifted, K-12: One teacher for every 80 certified ADM
   Pregnant: One teacher for every 20 certified ADM
   Summer, K-12: One teacher for every 15 ADM (not to exceed 10% of school year ADM)
   Vocational Education, 7-12: One teacher for every 95 ADM

2. **Instructional Aides**

   K-3: One for every 23 ADM

3. **Counselors** - One position for every 400 students in ADM
4. **Media Specialists (librarians)** - One position for every 400 students in ADM
5. **Assistant Principals** - One position for every 700 students in ADM
6. **Custodians** - One 12-month position for every 216 students in ADM
7. **Instructional, Lab, or Clerical Aides** - One position for every 285 students in ADM
8. **School Secretaries** - One position for every 375 students in ADM

By School:

9. **Principals** - One for every school with at least seven (7) state allotted teachers or 100 students in ADM, unless the State Board of Education determines that special circumstances warrant allotment of a principal to a smaller school.
10. **Athletic Trainers** - One supplement to provide a teacher/athletic trainer for every high school
11. **In-School Suspension Teacher** - One for each school in grades 7-12

C. **Staff Development**

Funds for staff development will be allotted on the basis of $100 for each State funded position (1985 dollars).

*Teacher aides and other related services personnel (Adaptive Physical Education Therapists, Audiologists, Bus Monitors, Occupational Therapists, Physical Therapists, School Psychologists, Social Workers, and Vocational Education/Special Education Counselors) are needed to assist the teachers in providing appropriate instruction, to allow handicapped students to remain in public day school settings, and to allow handicapped students to be successful learners. These personnel are to be provided through federal funds.

D. Explanation of Staffing Ratios and Class Sizes

The Basic Education Program calls for class sizes of 23 for grades K-3 and 26 for grades 4-12 and expanded curricular offerings for all grades. A broader, deeper program requires teacher allotment ratios somewhat lower than the class size ratios, because offering more courses requires more teachers for the same number of students. How many more teachers are needed depends upon the program offered.

The following is an example of the relationship of the allotment ratio for grades 4-6 to the class size for grades 4-6. The principles illustrated by this example also apply to other grade spans.

Assume that a local unit has an average daily membership of 572 students in grades 4-6. The state now provides funding sufficient to support an average class size in those grades of 26 students. Thus, if we divide the ADM of 572 by the average class size of 26, we find that the local unit would need 22 regular classroom teachers to meet the class size requirement.

The Basic Education Program, however, calls for expanded instruction in the arts, in a second language, and in physical education. To provide instruction in these subjects for every child would require four additional teachers, or a total of 26.

Dividing the unit ADM of 572 by 26, we find that one teaching position must be allotted for every 22 students in ADM in order to provide the instructional program called for in the Basic Education Program.

In like manner, we find that in grades K-3, to offer the full program and maintain an average class size of 23, we need to allot teachers at a ratio of one teacher for every 20 students in ADM. In grades 7-8, we need to allot at 1:21 to offer the program and maintain an average class size of 26. In grades 9-12, we need to allot at 1:24.5 to offer the full program and maintain an average class size of 26.

Appendix A

ELEMENTARY TEXTBOOKS*

Textbooks Adopted Through December, 1985

GRADE ONE

Handwriting (1979-84-85-86)
Creative Growth With Handwriting, Book 1, 2E (paper)
Imaginary Line Handwriting: Going Forward, Text Ed. (paper)

Reading (1980-85-86)
Basics in Reading Series:
- Puppy Paws, PP1 (paper)
- Jumping Jamboree, PP2 (paper)
- No Cages, Please, PP3 (paper)
- Dragon Wings, P
- Calico Caper, 1

Bookmark Reading Program Series:
- Sun Up, PP1 (paper)
- Happy Morning, PP2 (paper)
- Magic Afternoon, PP3 (paper)
- Sun and Shadow, P
- Together We Go, 1

Houghton Mifflin Reading Series:
- Rockets, PP1 (paper)
- Surprises, PP2 (paper)
- Footprints, PP3 (paper)
- Honeycomb, P
- Cloverleaf, 1

Pathfinder: Allyn and Bacon Reading Program Series:
- Rides and Races, PP1, L6 (paper)
- High Wires and Wigs, PP2, L7 (paper)
- Surprises and Prizes, PP3, L8 (paper)
- Upside and Down, P, L9
- Inside and Out, 1, L10

Rand McNally Reading Program,
Young America Basic Series:
- Little Pig, PP1, L2 (paper)
- C. A. Zoo and Kangaroo, PP2, L3 (paper)
- Lost and Found, PP3, L4 (paper)
- Magic Rings and Funny Things, P, L5
- Red Rock Ranch, 1, L6

Reading 720 Series, Rainbow Edition:
- A Pocketful of Sunshine, PP1, L2 (paper)
- A Duck Is a Duck, PP2, L3 (paper)
- Helicopters and Gingerbread, PP3, L4 (paper)
- May I Come IN?, 1, L5

Arts Education
Art (1982-89)
Art: Meaning, Method, and Media, Book 1, T.E., RV
Music (1982-89)
The Music Book, Grade 1, Tea.Ref.Bk. (paper)
Silver Burdett Music, Grade 1, T.E. (paper)

Language (1985-90)
Ginn English 1, T.E. (paper)
Houghton Mifflin English 1, T.E. (paper)
Language For Daily Use, Blue, L1, T.E., Phoenix Edition (paper)
Macmillan English, Series E, L1, T.E. (paper)
Your English 1, T.E.

Mathematics (1982-86)
[Consumable Texts]
Harper and Row Mathematics, Grade 1 (paper)
Heath Mathematics, Grade 1 (paper)
Holt Mathematics, Grade 1 (paper)
Mathematics, Grade 1 (paper)
Mathematics In Our World, Grade 1, 3E (paper)
Scott, Foresman Mathematics, Grade 1 (paper)

Science (1985-90)
Accent On Science, L1, T.A.E. (paper)
Gateways To Science, L1, T.E., 5E (paper)
Heath Science, L1, T.E. (paper)
Holt Science, L1, T.E. (paper)
Science and Technology: Things Around Us, L1, T.E.
Silver Burdett Science, L1, T.E., Centennial Edition (paper)

Social Studies (1983-88)
At School
Families and Neighborhoods
Meeting People
People
You and Me

GRADE TWO

Handwriting (1979-84-85-86)
Creative Growth With Handwriting, Book 2, 2E (paper)
Creative Growth With Handwriting, Book 2, Transition, 2E (paper)
Imaginary Line Handwriting: Writing On (Manuscript), Text Ed. (paper)
Imaginary Line Handwriting: Changing Step (Transitional), Text Ed. (paper)

Reading (1980-85-86)
Basics in Reading Series:
- Daisy Days, 2-1
- Hootenanny, 2-2

Bookmark Reading Program Series:
- World of Surprises, 2-1
- People and Places, 2-2

Houghton Mifflin Reading Series:
- Sunburst, 2-1
- Tapestry, 2-2

Pathfinder: Allyn and Bacon Reading Program Series:
- Moon Magic, 2-1, L11
- Riding Rainbows, 2-2, L12

Rand McNally Reading Program,
Young America Basic Series:
- Boxcars and Bottle Caps, 2-1, L7
- Cartwheels and Caterpillars, 2-2, L8

*See Addendum for a listing of 1986-87 Textbook Adoptions.

Reading 720 Series, Rainbow Edition:
One to Grow On, 2-1, L6
The Dog Next Door and Other Stories, 2-2, L7

Spelling (1985-90)
Houghton Mifflin Spelling, Book B
Macmillan Spelling, Series S, L2
The Riverside Spelling Program, L2, Manuscript
The Riverside Spelling Program, L2, Cursive
Spelling: Words and Skills, L2, 2E
Steck-Vaughn Spelling, L2

Arts Education
Art (1982-89)
Art: Meaning, Method, and Media, Book 2, RV
Music (1982-89)
The Music Book, Grade 2
Silver Burdett Music, Grade 2

Language (1985-90)
Ginn English 2, T.E. of Consumable Text (paper)
Houghton Mifflin English 2, T.E. (paper)
Language For Daily Use, Red, L2, T.E., Phoenix Edition (paper)
Macmillan English, Series E, L2, T.E. (paper)
Your English 2, T.E.

Mathematics (1981-86)
[Consumable Texts]
Heath Mathematics, L2 (paper)
Holt Mathematics, Grade 2 (paper)
Mathematics, Book 2 (paper)
Mathematics In Our World, Book 2, 3E (paper)
Scott, Foresman Mathematics, Grade 2 (paper)

Science (1985-90)
Accent On Science, L2
Gateways To Science, L2, 5E
Heath Science, L2
Holt Science, L2
Science and Technology: Changes Around Us, L2
Silver Burdett Science, L2, Centennial Edition

Social Studies (1983-88)
Going Places
Here We Are
In Neighborhoods
Neighborhoods
Neighborhoods and Communities

GRADE THREE

Handwriting (1979-84-85-86)
Creative Growth With Handwriting, Book 3
Transition, 2E, (paper)
Imaginary Line Handwriting: New Skills (Beginning Cursive), Text Ed. (paper)

Reading (1980-85-86)
Basics in Reading Series:
Ride a Rainbow, 3-1
Step Right Up!, 3-2
Bookmark Reading Program Series:
Widening Circles, 3-1
Ring Around the World, 3-2
Houghton Mifflin Reading Series:
Windchimes, 3-1
Passports, 3-2
Pathfinder: Allyn and Bacon Reading Program Series:
Sunshine Days, 3-1, L13
Handstands, 3-2, L14
Rand McNally Reading Program,
Young America Basic Series:
Moonbeams and Microscopes, 3-1, L9
Telephones and Tangerines, 3-2, L10
Reading 720 Series, Rainbow Edition:
How It Is Nowadays, 3-1, L8
Inside Out, 3-2, L9

Spelling (1985-90)
Houghton Mifflin Spelling, Book C
Macmillan Spelling, Series S, L3
The Riverside Spelling Program, L3
Spelling: Words and Skills, L3, 2E
Steck-Vaughn Spelling, L3

Arts Education
Art (1982-89)
Art: Meaning, Method, and Media, Book 3, RV
Music (1982-89)
The Music Book, Grade 3
Silver Burdett Music, Grade 3

Language (1985-90)
Ginn English 3
Houghton Mifflin English 3
Language For Daily Use, Green, L3, Phoenix Edition
Macmillan English, Series E, L3
Your English 3

Mathematics (1981-86)
Heath Mathematics, L3
Holt Mathematics, Grade 3
Mathematics, Book 3
Mathematics In Our World, Book 3, 3E
Scott, Foresman Mathematics, Grade 3

Science (1985-90)
Accent On Science, L3
Gateways To Science, L3, 5E
Heath Science, L3
Holt Science, L3
Science and Technology: Changes We Make, L3
Silver Burdett Science, L3, Centennial Edition

Social Studies (1983-88)
Communities
Communities
Communities and Resources
In Communities
Our Land

GRADE FOUR

Handwriting (1979-84-85-86)
Creative Growth With Handwriting, Book 4, 2E (paper)
Imaginary Line Handwriting: Carry On, Text Ed. (paper)

Reading (1980-85-86)
Building Bridges, Skills Reader, 4
Flying Hoofs, 4
A Lizard to Start With, 4, L10, Rainbow Edition
Many Voices, Literature Reader, 4
Medley, 4
Person to Person, L15/Free Rein, L16
Twirling Parallels, 4, L11

Spelling (1985-90)
Houghton Mifflin Spelling, Book D
Macmillan Spelling, Series S, L4
The Riverside Spelling Program, L4
Spelling: Words and Skills, L4, 2E
Steck-Vaughn Spelling, L4

Arts Education
Art (1982-89)
Art: Meaning, Method, and Media, Book 4, RV
Music (1982-89)
The Music Book, Grade 4
Silver Burdett Music, Grade 4

Health (1985-90)
Choosing Good Health, L4
Good Health For You, 4
HBJ Health, Orange, Level 4

Language (1985-90)
Ginn English 4
Houghton Mifflin English 4
Language For Daily Use, Orange, L4, Phoenix Edition
Macmillan English, Series E, L4
Your English 4

Mathematics (1981-86)
Heath Mathematics, L4
Holt Mathematics, Grade 4
Mathematics, Book 4
Mathematics In Our World, Book 4, 3E
Scott, Foresman Mathematics, Grade 4

Science (1985-90)
Accent On Science, L4
Gateways To Science, L4, 5E
Heath Science, L4
Holt Science, L4
Science and Technology: On Planet Earth, L4
Silver Burdett Science, L4, Centennial Edition

Social Studies (1983-88)
The People of North Carolina

GRADE FIVE

Handwriting (1979-84-85-86)
Creative Growth With Handwriting, Book 5, 2E (paper)
Imaginary Line Handwriting: Think and Write, Text Ed. (paper)

Reading (1980-85-86)
Changing Scenes, Literature Reader, 5
Fins and Tales, 5
Keystone, 5
Majesty and Mystery, L17/Standing Strong, L18
Reaching Out, Skills Reader, 5
Soaring Plateaus, 5, L12
Tell Me How the Sun Rose, 5, L11, Rainbow Edition

Spelling (1985-90)
Houghton Mifflin Spelling, Book E
Macmillan Spelling, Series S, L5
The Riverside Spelling Program, L5
Spelling: Words and Skills, L5, 2E
Steck-Vaughn Spelling, L5

Arts Education
Art (1982-89)
Art: Meaning, Method, and Media, Book 5, RV
Music (1982-89)
The Music Book, Grade 5
Silver Burdett Music, Grade 5

Health (1985-90)
Choosing Good Health, L5
Good Health For You, 5
HBJ Health, Purple, L5

Language (1985-90)
Ginn English 5
Houghton Mifflin English 5
Language For Daily Use, Purple, L5, Phoenix Edition
Macmillan English, Series E, L5
Your English 5

Mathematics (1981-86)
Heath Mathematics, L5
Holt Mathematics, Grade 5
Mathematics, Book 5
Mathematics In Our World, Book 5, 3E
Scott, Foresman Mathematics, Grade 5

Science (1985-90)
Accent On Science, L5
Gateways To Science, L5, 5E
Heath Science, L5
Holt Science, L5
Science and Technology: Planet Earth In Space, L5
Silver Burdett Science, L5, Centennial Edition

Social Studies (1983-88)
Journeys Through the Americas
Our United States
The United States and Its Neighbors
The United States and the Other Americas

GRADE SIX

Handwriting (1979-84-85-86)
Creative Growth With Handwriting, Book 6, 2E (paper)
Imaginary Line Handwriting: Ventures, Text Ed. (paper)

Reading (1980-85-86)
Impressions, 6
Measure Me, Sky, 6, L12 (Basic), Rainbow Edition
Mountains Are For Climbing, 6, L13 (Enrichment or Alternate Level), Rainbow Ed.
Moving Forward, Skills Reader, 6
Racing Stripes, 6
Shifting Anchors, 6, L13
Timeless Voyages, Literature Reader, 6
The Widening Path, L19/Time and Beyond, L20

Spelling (1985-90)
Houghton Mifflin Spelling, Book F
Macmillan Spelling, Series S, L6
The Riverside Spelling Program, L6
Spelling: Words and Skills, L6, 2E
Steck-Vaughn Spelling, L6

Arts Education
Art (1982-89)
Art: Meaning, Method, and Media, Book 6, RV
Music (1982-89)
The Music Book, Grade 6
Silver Burdett Music, Grade 6

Health (1985-90)
Choosing Good Health, L6
Good Health For You, 6
HBJ Health, Brown, L6

Language (1985-90)
Ginn English 6
Houghton Mifflin English 6
Language For Daily Use, Brown, L6, Phoenix Edition
Macmillan English, Series E, L6
Your English 6

Mathematics (1981-86)
Heath Mathematics, L6
Holt Mathematics, Grade 6
Mathematics, Book 6
Mathematics In Our World, Book 6, 3E
Scott, Foresman Mathematics, Grade 6

Science (1985-90)
Accent On Science, L6
Gateways To Science, L6, 5E
Heath Science, L6
Holt Science, L6
Science and Technology: In A New Age, L6
Silver Burdett Science, L6, Centennial Edition

Social Studies (1983-88)
The Eastern Hemisphere
Europe, Africa, Asia, and Australia
Nations of the World
The World
The World Now and Then

GRADE SEVEN

Reading (1980-85-86)
Encore, 7
Exploring Paths, Skills Reader, 7
Purpose In Literature: Medallion Edition of America Reads
Rally: A Reading Program, La (paper) ***
Set of four titles as follows:
Nature's Wonders
Known and Unknown
Turning Points
In Action
Sightings, 7, L14
To Make a Difference, 7, L14
Vistas: A Reading Achievement Program (paper): **
Level One ***
Set of two titles as follows:
Horizons
Summits
Level Two ***
Set of two titles as follows:
Tempos
Paces
Level Three ***
Set of two titles as follows:
Networks
Patterns
With the Works, 7

Spelling (1985-90)
Houghton Mifflin Spelling, Book G
Macmillan Spelling, Series S, L7
The Riverside Spelling Program, L7
Spelling: Words and Skills, L7, 2E
Steck-Vaughn Spelling, L7

Science (1985-90)
Allyn and Bacon General Science
Concepts and Challenges In Science, Book 1, 2E
Principles of Science, Book 1

Social Studies (1983-88)
The African and Asian World
Civilizations of the Past: Peoples and Cultures
The New Exploring the Non-Western World
People, Places, and Change
World Views

Arts Education
Art (1982-89)
Art: Discovering and Creating
Art In Your World
Music (1982-89)
The Music Book, Grade 7
Silver Burdett Music, Grade 7

French (1983-90)
Et Vous?
Le Francais: Commencons, 2E

Spanish (1983-90)
Espanol: Comencemos, 3E
Spanish For Mastery: Bienvenidos

Health (1985-90)
Choosing Good Health, L7
Good Health For You, 7
HBJ Health, Silver, L7

Language (1985-90)
Ginn English 7
Houghton Mifflin English 7
Houghton Mifflin English: Grammar and Composition, First Course
Language For Daily Use, Silver, L7, Phoenix Edition
Macmillan English, Series E, L7
Modern English In Action, L7
Prentice-Hall Grammar and Composition, L1
The Writing Process: Composition and Applied Grammar, L7
Your English 7

[Below Average]
Basic Skills In English, Red Level
Scope English: Grammar and Composition, L1

[Handicapped] **
Basic English Composition
Basic English Grammar
English For the World Of Work
English To Use
Everyday English, Book 1 (paper)
Everyday English, Book 2 (paper)
Life Skills English

Mathematics (1981-86)
Heath Mathematics, L7
Holt Mathematics, Grade 7
Mathematics, Book 7
Mathematics: Essentials and Applications, Course 1
Mathematics In Our World, Book 7, 3E
Mathematics: Structure and Method, Course 1
Scott, Foresman Mathematics, Grade 7

Consumer and Homemaking (1979-84-85-86) **
Exploring Homemaking and Personal Living, 4E
Today's Teen, RV

Industrial Arts (1983-90) **
Basic Industrial Arts: Electricity/Metalworking/Drafting/Woodworking
Basic Industrial Arts: Plastics/Graphic Arts/Power Mechanics/Photography
General Industry, 2E
Manufacturing: A Basic Text For Industrial Arts

GRADE EIGHT

Reading (1980-85-86)
Accents, 8
Batter Up!, 8
Expanding Horizons, Skills Reader, 8
Gifts of Promise, 8, L15
Literature and Life: Medallion Edition of America Reads
Rally: A Reading Program, LB (paper): ***
Set of four titles as follows:
Nature's Frontiers
Present and Future
Crossroads
On the Move
Soundings, 8, L15

Spelling (1985-90)
Houghton Mifflin Spelling, Book H
Macmillan Spelling, Series S, L8
The Riverside Spelling Program, L8
Spelling: Words and Skills, L8, 2E
Steck-Vaughn Spelling, L8

Arts Education
Art (1982-89)
Art: Choosing and Expressing
Art: Your Visual Environment
Crafts: Illustrated Designs and Techniques
Music (1982-89)
The Music Book, Grade 8
Silver Burdett Music, Grade 8

French (1983-90)
Le Francais: Continuons, 2E
Nous Tous

Spanish (1983-90)
Espanol: Sigamos, 3E
Spanish For Mastery: Dia a Dia

Health (1985-90)
Choosing Good Health, L8
Good Health For You, 8
HBJ Health, Gold, L8

Mathematics (1981-86)
Heath Mathematics, L8
Holt Mathematics, Grade 8
Mathematics, Book 8
Mathematics: Essentials and Applications, Course 2
Mathematics In Our World, Book 8, 3E
Mathematics: Structure and Method, Course 2
Scott, Foresman Mathematics, Grade 8

Science (1985-90)
Concepts and Challenges In Science, Book 2, 2E
Holt General Science
Principles of Science, Book 2

Social Studies (1983-88)
North Carolina: The History of An American State

Language (1985-90)
Ginn English 8
Houghton Mifflin English 8
Houghton Mifflin English: Grammar and Composition, Second Course
Language For Daily Use, Gold, L8, Phoenix Edition
Macmillan English, Series E, L8
Modern English In Action, L8
Prentice-Hall Grammar and Composition, L2
The Writing Process: Composition and Applied Grammar, L8
Your English 8

[Below Average]
Basic Skills In English Green Level
Scope English: Grammar and Composition, L2

HIGH SCHOOL TEXTBOOKS*

ARTS EDUCATION

Music Survey

Appreciation and Survey of Music (1979-84-85-86)
Politoske. Music

Choral (1979-84-85-86)
Barber. ABC Choral Art Series (paper):
Volume I
Volume II
Volume III
Volume IV

Theory (1979-84-85-86)
Andrews. Beginning Music Theory, A Programmed Text (paper)

Visual Arts

Art Appreciation and History (1981-86)
Horn. Art For Today
Richardson. Art: The Way It Is, 2E (paper)
Feldman. Varieties of Visual Experience, 2E (paper)

Studio (1981-86)
Hubbard. Art: Choosing and Expressing
Simmons. Drawing: The Creative Process
Craven. Object and Image: An Introduction to Photography, 2E

FOREIGN LANGUAGE

French I (1983-90)
Valette. French For Mastery: Salut, Les Amis!, 2E
Lutz. Nos Amis
Valdman. Son et Sens

French II (1983-90)
Valette. French For Mastery: Tous Ensemble, 2E
Lutz. Le Monde des Jeunes
Valdman. Scenes et Sejours

French III (1983-90)
Valette. C'est Comme Ca (paper)
Valdman. Promenades et Perspectives

Latin I (1979-84-85-86)
Jenney. First Year Latin
Hines. Our Latin Heritage, Book I, Harbrace Ed.

Latin II (1979-84-85-86)
Hines. Our Latin Heritage, Book II, Harbrace Ed.
Jenney. Second Year Latin

Latin III (1979-84-85-86)
Hines. Our Latin Heritage, Book III, Harbrace Ed.

Spanish I (1983-90)
Griffith. Churros y Chocolate, L1
Heptner. Nueva Vista
Sandoval. Nuestros Amigos
Valette. Spanish For Mastery 1

Spanish II (1983-90)
Sandoval. El Mundo de la Juventud
Griffith. Plazas y Paisajes, L2
Valette. Spanish For Mastery 2
Heptner. Vista Hispanica

Spanish III (1983-90)
Jarvis. Basic Spanish Grammar
Heptner. Multivista Cultural
Griffith. Salsa y Salero, L3

German I (1983-90)
Kraft. Deutsch: Aktuell 1
Moeller. German Today 1, 3E
Winkler. Unsere Freunde

German II (1983-90)
Kraft. Deutsch: Aktuell 2
Winkler. Die Welt Der Jugend
Moeller. German Today 2, 3E

German III (1983-90)
Winkler. Auf Dem Wege!, Review Grammar, Advanced Level
Moeller. Blickpunkt Deutschland, 2E

HEALTH

Health Education (1985-90)
Pollock. Health: A Way Of Life
Tsumura. Health and Safety For You, 6E
Kane. Understanding Health

LANGUAGE ARTS

English

Language and Composition I (1982-89)
Guth. American English Today: The Tools of English, 3E
Littell. Basic Skills in English, Book 3
Warriner. English Grammar and Composition, Third Course, Franklin Ed.
Bauer. Grammar and Composition, Level 3
Loban. Grammar and Writing, Grade 9
Christ. Modern English in Action, Grade 9

Language and Composition II (1982-89)
Guth. American English Today: The World of English, 3E
Littell. Basic Skills in English, Book 4
Warriner. English Grammar and Composition, Fourth Course, Franklin Ed.

*See Addendum for a listing of 1986-87 Textbook Adoptions.

Bauer. Grammar and Composition, Level 4
Loban. Grammar and Writing, Grade 10
Christ. Modern English in Action, Grade 10

Language and Composition III (1982-89)
Guth. American English Today: The Uses of Language, 3E
Littell. Basic Skills in English, Book 5
Warriner. English Grammar and Composition, Fifth Course, Franklin Ed.
Bauer. Grammar and Composition, Level 5
Loban. Grammar and Writing, Grade 11
Christ. Modern English in Action, Grade 11

Language and Composition IV (1982-89)
Guth. American English Today: Our Changing Language, 3E
Littell. Basic Skills in English, Book 6
Warriner. English Grammar and Composition, Complete Course, Franklin Ed.
Bauer. Grammar and Composition, Level 6
Loban. Grammar and Writing, Grade 12
Christ. Modern English in Action, Grade 12

Writing (1982-89)
Guth. Advanced Composition, 2E (paper)
Guth. Basic Composition 1, 2E (paper)
Guth. Basic Composition 2, 2E (paper)
West. Developing Writing Skills, 3E
Payne. The Lively Art of Writing: Developing Structure
Payne. The Lively Art of Writing: Effecting Style
Payne. The Lively Art of Writing: Understanding Forms
Roberts. Thinking and Writing About Literature

Literature Anthologies I (1979-84-85-86)
Farrell. Arrangements in Literature: Medallion Edition of America reads
Niles. Gallery: Signal Series
Carlsen. Insights: Themes and Writers Series, 3E
Cline. New Voices 1: Literature, Language and Composition
McFarland. Viewpoints: Focus on Literature

Literature Anthologies II (1979-84-85-86)
Carlsen. Encounters: Themes and Writers Series, 3E
McFarland. Forms: Focus on Literature
Cline. New Voices 2: Literature, Language and Composition
Niles. Nova: Signal Series
Miller. Question and Form in Literature: Medallion Edition of America Reads

Literature Anthologies III (1979-84-85-86)
Niles. Album: Signal Series
McFarland. America: Focus on Literature
Carlsen. American Literature: Themes and Writers Series, 3E
Cline. New Voices 3: Literature, Language and Composition
Miller. U.S. in Literature, With the Glass Menagerie: Medallion Edition of America Reads
Miller. U.S. in Literature, With I Never Sang For My Father: Medallion Edition of America Reads

Literature Anthologies IV (1979-84-85-86)
Carlsen. British and Western Literature: Themes and Writers Series, 3E
McDonnell. England in Literature, With Hamlet: Medallion Edition of America Reads
McDonnell. England in Literature, With Macbeth: Medallion Edition of America Reads
McFarland. Ideas: Focus on Literature
Niles. Latitude: Signal Series
Cline. New Voices 4: Literature, Language and Composition

Literature [Reading] (1979-84-85-86)
Hipple. Allyn and Bacon Literature Series (paper):
- Classic American Short Stories
- Stories of Youth and Action
- Tales of Mystery and Suspense
- Twentieth Century American Short Stories

Smith. Be A Better Reader Series, Basic Skills Edition (paper):
- Level A
- Level B
- Level C
- Level D
- Level E
- Level F
- Level G
- Level H
- Level I

Teplitsky. Walk In My Shoes Series (paper):
- Are You With Me?
- Cities/U.S.A.
- Escape Routes
- Fair/No Fair
- Ins and Outs
- It's a Free Country
- Something of Value
- To Be Somebody

Literature Special Interest Courses

Biblical Literature (1979-84-85-86)
Ackerman. The Bible As/In Literature (paper)

Drama (1979-84-85-86)
Franklin. Rehearsal, 5E

Journalism (1979-84-85-86)
Adams. Press Time, 3E

Mythology (1979-84-85-86)
Herzberg. Myths and Their Meaning (paper)

Science Fiction (1979-84-85-86)
Farrell. Science Fact/Fiction (paper)

Speech (1979-84-85-86)
Wilkinson. Speaking of... Communication/Interpretation/Theater
Kemp. Speech, An Important Skill

MATHEMATICS

Advanced Mathematics

Advanced Mathematics (1981-86)
Coxford. Advanced Mathematics: A Preparation For Calculus, 2E
Swokowski. Fundamentals of College Algebra, 4E
Yunker. Merrill Advanced Mathematical Concepts
Wooton. Modern Analytic Geometry
Dolciani. Modern Introductory Analysis
Coxford. Trigonometry

Calculus (1981-86)
Thomas. Elements of Calculus and Analytic Geometry
Swokowski. Elements of Calculus With Analytic Geometry

Probability and Statistics (1981-86)
Levin. Applied Elementary Statistics

Algebra

Introductory Algebra (1981-86)
Denholm. Elementary Algebra,
Part 1, New Edition
Part 2, New Edition
Nichols. Holt Pre-Algebra
Jacobs. Introductory Algebra,
One, 3E
Two, 3E

Algebra I (1981-86)
Payne. Algebra One, 3E
Dolciani. Algebra: Structure and Method, Book 1
Foster. Merrill Algebra One

Algebra II (1981-86)
Dolciani. Algebra and Trigonometry: Structure and Method, Book 2
Payne. Algebra Two with Trigonometry, 3E
Foster. Merrill Algebra Two With Trigonometry

Consumer Mathematics (1981-86)
Bolster. Consumer and Career Mathematics
Fairbank. Mathematics For the Consumer, 3E
Price. Mathematics For Today's Consumer, With Career Applications

General Mathematics (1981-86)
Shaw. General Math 1
Keedy. General Mathematics: A Fundamentals Approach
Bragg. General Mathematics: Skills and Applications
Price. Mathematics For the Real World
Bolster. Mathematics In Life
Stein. Refresher Mathematics, 7E

Geometry (1981-86)
Jurgensen. Geometry, New Edition
Nichols. Holt Geometry
Foster. Merrill Geometry
Hirsch. Scott, Foresman Geometry

Applied Trades Mathematics (1981-86)
Lyng. Career Mathematics: Industry and the Trades
Rogers. Mathematics For Trade and Industrial Occupations (paper)

VOCATIONAL EDUCATION

Agricultural Education

Agricultural Mechanics (1983-90)
Colvin. Electrical Wiring, 2E (paper)
Phipps. Mechanics in Agriculture, 3E
Crouse. Small Engine Mechanics, 2E (paper)
Turner. Small Engines, Care and Operation, Volume 1 (paper)
Turner. Small Engines, Maintenance and Repair, Volume 2 (paper)

Agricultural Production (1983-90)
Lee. Agribusiness Procedures and Records (paper)
Long. Introduction to Agribusiness Management (paper)
Bundy. Livestock and Poultry Production, 5E
Wakeman. Modern Agricultural Mechanics
Boone. Producing Farm Crops, 3E

Forestry (1983-90)
Collins. Elementary Forestry
Anderson. Forest and Forestry, 3E
Bromley. Pulpwood Production, 3E

Homestead and Gardening Skills (1983-90)
Colvin. Applying Pesticides (paper)
Baudendistel. Horticulture: A Basic Awareness, 2E (paper)
Turner. Understanding Electricity and Electrical Terms (paper)

Introduction to Ag/Natural Resources (1983-90)
Krebs. Agriculture In Our Lives, 4E
Donahue. Exploring Agriculture, 6E
Bishop. Working In Plant Science (paper)

Natural Resources and New Environmental Protection (1983-90)
Jones. Fertilizers and Soil Fertility, 2E
Kircher. Our Natural Resources, 5E

Ornamental Horticulture (1983-90)
Nelson. Flower and Plant Production In the Greenhouse, 3E
McDaniel. Ornamental Horticulture, 2E
Richardson. Working In Horticulture

Business and Office Education

Accounting and Computerized Accounting Occupations I (1982-89)
Flesher. Accounting Principles for Midmanagement
Weaver. Accounting: Systems and Procedures, 4E
Swanson. Century 21 Accounting, First Year Course, 3E

Accounting and Computerized Accounting Occupations II (1982-89)
Weaver. Accounting: Systems and Procedures, Advanced Course
Swanson. Century 21 Accounting, Advanced Course, 3E

Business Communications (1982-89)
Himstreet. Business Communications: A Guide to Effective Writing, Speaking, and Listening
Burtness. Effective English for Business Communication, 7E

Business Data Processing Occupations I (1982-89)
Golden. Computer Programming in the Basic Language, 2E

Business Data Processing Occupations II (1982-89)
Awad. Business Data Processing, 5E

Business Economics (1982-89)
Brown. Economics of Our Free Enterprise System
Olsen. Economics: Principles and Applications, 10E
Clayton. Economics: Principles and Practices

Business Law (1982-89)
Fisk. Applied Business Law, 12E, Abridged
Goldman. Business Law: Principles and Practices

Business Management Ownership (1982-89)
Everard. Business Principles and Management, 8E
Justis. Managing Your Small Business

Business Mathematics (1982-89)
Fairbank. Applied Business Mathematics, 12E
Lange. Business Mathematics
Olson. Consumer and Business Arithmetic

Introduction to Business (1982-89)
Warmke. Consumer Decision Making — Guide to Better Living, 2E
Daughtrey. General Business for Economic Understanding, 12E
Brown. General Business: Our Business and Economic World

Introduction to Data Processing (1982-89)
Wanous. Fundamentals of Data Processing, 2E
Fuori. Introduction to the Computer: The Tool of Business, 3E
Wanous. Introductory Data Processing — An Intensive Course, 2E (paper)

Office Occupations I (1982-89)
Pasewark. Procedures for the Modern Office, 7E
Pasewark. Electronic Display Calculator Course (paper)
Stewart. Office Procedures
Oliverio. Secretarial Office Procedures, 10E

Office Occupations II (1982-89)
Luke. Office Systems and Procedures

Recordkeeping (1982-89)
Baron. Practical Record Keeping, 5E
Baron. Practical Record Keeping and Bookkeeping, 3E
Lasselle. Recordkeeping: The Total Concept

Secretarial/Word Processing Occupations I (1982-89)
Reiff. Communication Skills for the Processing of Words (paper)
Casady. Word/Information Processing Concepts, 2E (paper)

Secretarial/Word Processing Occupations II (1982-89)
Jennings. Secretarial and Administrative Procedures, 2E

Shorthand I (1982-89)
[First Semester Texts]
Christensen. Century 21 Shorthand: Theory and Practice
Gregg. Gregg Shorthand, Series 90
Leslie. Gregg Shorthand, Functional Method, Series 90
[Second Semester Texts]
Haggblade. Century 21 Shorthand: Intensive Dictation/Transcription
Leslie. Gregg Dictation and Introductory Transcription, Series 90

Shorthand II (1982-89)
[First Semester Text]
Leslie. Gregg Transcription, Series 90
[Second Semester Text]
Gregg. Gregg Speed Building, Series 90
[Both Semester Text]
Stoddard. Century 21 Shorthand: Advanced Dictation/Transcription

Typewriting I (1982-89)
Crawford. Century 21 Typewriting, Book One, 3E
Wanous. Personal Typewriting, 4E

Typewriting II (1982-89)
Crawford. Century 21 Typewriting, Book Two, 3E

Typewriting [Complete Course] (1982-89)
Crawford. Century 21 Typewriting, Complete Course, 3E
Altholz. Type Right! A Complete Program for Business Typewriting

Marketing and Distributive Education

Advertising Design and Sales Promotion (1983-90)
Wray. Advertising Services (paper)

Advertising and Sales Promotion (1983-90)
Norris. Advertising, 2E
Carty. Visual Merchandising: Principles and Practice, 2E

Fashion Merchandising (1983-90)
Frings. Fashion: From Concept to Consumer

Fashion Merchandising and Management (1983-90)
Mathisen. Apparel and Accessories (paper)

Food Marketing and Management (1983-90)
Reece. Food Marketing (paper)

Introduction to Marketing and Distributive Education
Bikkie. Careers in Marketing, 2E (paper)
Greif. Store Talk (paper)
Kimbrell. Succeeding in the World of Work

Marketing (1983-90)
Mason. Marketing Practices and Principles, 3E
Meyer. Retailing Principles and Practices, 7E

Marketing, Management and Ownership (1983-90)
Hutt. Creating a New Enterprise (paper)
Ely. Starting Your Own Marketing Business, 2E (paper)

Marketing and Merchandising (1983-90)
Samson. Retail Merchandising, 9E

Marketing, Merchandising and Management (1983-90)
Pintel. Retailing, 3E

Marketing Research (1983-90)
Kress. Marketing Research, 2E

Sales Fundamentals (1983-90)
Stull. Marketing Math (paper)
Ditzenberger. Selling: Helping Customers Buy

Service Station Marketing and Management (1983-90)
Humbert. Petroleum Marketing (paper)

Wholesaling (1983-90)
Ertel. Wholesaling and Physical Distribution, 2E (paper)

Health Occupations Education

Introduction to Health Occupations Education (1984-89)
Fisher. Basic Medical Terminology, 2E (paper)

Health Occupations Education I (1984-89)
Ferris. Body Structures and Functions, 6E (paper)
Thygerson. The First Aid Book (paper)
Milliken. Understanding Human Behavior, 3E

Health Occupations Education II (1984-89)
Simmers. Diversified Health Occupations
Cooley. Nursing Skills for Human Needs (paper)

Home Economics

Child Development (1980-85-86)
Ames. Child Care and Development, RV
Westlake. Children: A Study in Individual Behavior
Baker. Understanding and Guiding Young Children, 3E

Clothing Services (1980-85-86)
Wyllie. Today's Custom Tailoring, RV

Clothing and Textiles (1980-85-86)
Liddell. Clothes and Your Appearance
Jones. Clothing — Your Way (paper)
McFarland. Exploring Fabrics

Consumer Education and Management (1980-85-86)
Maedke. Consumer Education
Oppenheim. Consumer Skills, RV
Kelly. Survival: A Guide to Living on Your Own

Cooperative Occupational Home Economics (1980-85-86)
Jacoby. Preparing For a Home Economics Career

Food Services (1980-85-86)
Ray. Exploring Professional Cooking, RV
Cornelius. Food Service Careers, RV

Foods and Nutrition (1980-85-86)
Kowtaluk. Discovering Food, RV
Kowtaluk. Food For Today, RV

Housing and Home Furnishings (1980-85-86)
Sherwood. Homes: Today and Tomorrow, 2E
Craig. Homes With Character, 4E
Lewis. Housing Decisions

Interpersonal Relationships (1980-85-86)
Ryder. Contemporary Living
Sasse. Person to Person, RV

Personal and Family Living (1980-85-86)
Riker. Married Life, 2E
Landis. Personal Adjustment, Marriage and Family Living, 6E
Brinkley. Teen Guide, 6E
Landis. Your Marriage and Family Living, 4E

Teacher Aides/Child Care Services (1980-85-86)
Draper. Caring For Children, RV
Conger. Child Care Aide Skills

Industrial Arts

Industrial Arts Education

Communications (1984-89)
Shaeffer. Basic Mechanical Drawing, 3E (paper)
Broekhuizen. Graphic Communications

Construction (1984-89)
Landers. Construction: Materials, Methods, Careers
Zimmerman. Exploring Woodworking
Huth. Introduction to Construction

Energy/Power/Transportation (1984-89)
Walker. Exploring Power Technology
Bohn. Power: Mechanics of Energy Control
Roth. Small Gas Engines

General Industrial Arts - Manufacturing (1984-89)
Lindbeck. Basic Crafts, 2E
Fales. Manufacturing: A Basic Text For Industrial Arts
Wright. Manufacturing: Material Processing, Management, Careers
Brown. Modern General Shop

Unit Shop Industrial Arts

Architectural Drawing (1984-89)
Kicklighter. Architecture: Residential Drawing and Design
Wallach. Basic Architectural Drafting

Basic Electricity/Electronics (1984-89)
Miller. Energy: Electricity/Electronics
Miller. Experiences With Electrons

Graphic Arts (1984-89)
Walker. Graphic Arts Fundamentals

Materials and Processes (1984-89)
Thode. Materials Processing

Metals Technology (1984-89)
Repp. Metalwork: Technology and Practice
Walker. Modern Metalworking

Plastics Technology (1984-89)
Baird. Industrial Plastics

Technical Drawing and Planning (1984-89)
Walker. Exploring Drafting
French. Mechanical Drawing, 9E

Wood Technology (1984-89)
Groneman. General Woodworking, 6E
Wagner. Modern Woodworking

Trade and Industrial Education

Auto Body Repair (1984-89)
Duenk. Auto Body Repair
Schmidt. Auto Body Repair and Refinishing

Auto Mechanics (1984-89)
Stockel. Auto Mechanics Fundamentals
Crouse. Automotive Mechanics, 8E

Cabinetmaking (1984-89)
Lewis. Cabinetmaking, Patternmaking and Millwork (paper)

Carpentry (1984-89)
Feirer. Guide to Residential Carpentry
Wagner. Modern Carpentry

Climate Control (1984-89)
Schubert. Fundamentals of Solar Heating
Althouse. Modern Refrigeration and Air Conditioning
Miller. Refrigeration and Air Conditioning Technology

Cosmetology (1984-89)
Scott. The Prentice-Hall Textbook of Cosmetology, 2E
Kibbe. Standard Textbook of Cosmetology
Barrett. The Van Dean Manual

Diesel Mechanics (1984-89)
Weathers. Diesel Engines for Automobiles and Small Trucks

Electrical Trades (1984-89)
Gerrish. Electricity and Electronics
Fowler. Electricity: Principles and Applications
Miller. Industrial Electricity, RV

Electronics (1984-89)
Crozier. Introduction to Electronics
Gerrish. Transistor Electronics

Furniture (1984-89)
Feirer. Advanced Woodwork and Furniture Making, 4E, 2RV
Feirer. Furniture and Cabinet Making

Graphics and Industrial Communications (1984-89)
Adams. Printing Technology, 2E

Introduction to Trade and Industrial Education (1984-89)
Bame. Exploring Technology
Los Angeles Unified School District. General Industrial Education
Herr. Your Working Life

Machine Shop (1984-89)
Repp. Machine Tool Technology
Walker. Machining Fundamentals

Maintenance (1984-89)
Wireman. Industrial Maintenance

Masonry (1984-89)
Kreh. Masonry Skills

Plumbing (1984-89)
Sullivan. Plumbing: Installation and Design

Programming and Broadcasting (1984-89)
Bittner. Professional Broadcasting: A Brief Introduction (paper)

Technical Drafting (1984-89)
Spence. Drafting Technology and Practice, RV
Bethune. Essentials of Drafting

Textiles (1984-89)
Smith. Textiles in Perspective

Welding (1984-89)
Althouse. Modern Welding
Sacks. Welding: Principles and Practices, RV

SCIENCE

Biology (1985-90)
Kaskel. Biology: An Everyday Experience
McLaren. Heath Biology
Creager. Macmillan Biology
Otto. Modern Biology
Gottfried. Prentice-Hall Biology
Slesnick. Scott, Foresman Biology

Advanced Biology (1985-90)
BSCS. Biological Science: Interaction of Experiments and Ideas, 4E

Arms. Biology, 2E

Chemistry (1985-90)
Parry. Chemistry: Experimental Foundations, 3E
Smoot. Chemistry: A Modern Course
Dorin. Chemistry: The Study Of Matter
Metcalfe. Modern Chemistry

Advanced Chemistry (1985-90)
Brown. Chemistry: The Central Science, 3E
Holtzclaw. General Chemistry, 7E

Physical Science (1985-90)
Bernstein. Concepts and Challenges In Physical Science
Magnoli. Experiences in Physical Science
Heimler. Focus on Physical Science
Nolan. Heath Physical Science
Haber-Schaim. Introductory Physical Science, 4E
Tracy. Modern Physical Science
Appenbrink. Prentice-Hall Physical Science
Pasachoff. Scott, Foresman Physical Science

Physics (1985-90)
Olivo. Fundamentals Of Applied Physics, 3E
Williams. Modern Physics
Murphy. Physics: Principles and Problems
Giancoli. Physics: Principles With Applications, 2E

Special Interest Courses

Astronomy (1985-90)
Dixon. Dynamic Astronomy, 4E (paper)

Environmental Science (1985-90)
Kormondy. Concepts of Ecology, 3E
Purdom. Environmental Science, 2E

Geology (1985-90)
Hay. Physical Geology: Principles and Perspectives, 2E

Marine Science (1985-90)
Thurman. Essentials Of Oceanography (paper)
Ross. Introduction To Oceanography, 3E

Anatomy and Physiology (1985-90)
Evans. Anatomy and Physiology, 3E
Cornett. Modern Human Physiology

Earth Science (1985-90)
Sutherland. Focus on Earth Science
Coble. Prentice-Hall Earth Science

SOCIAL STUDIES

United States History (1983-88)
[Grade Eleven Texts]
Branson. America's Heritage
Berkin. Land of Promise: A History of the U.S.
Bass. Our American Heritage
Todd. Rise of the American Nation, Liberty Edition
Davidson. The United States: A History of the Republic, 2E
[Grade Twelve Texts - Advanced Placement]
Jordan. The United States, 5E, Combined Edition

The Economic, Legal and Political Systems (1983-88)
[Grade Nine Texts]
Kownslar. Civics: Citizens and Society, 2E
Fraenkel. Civics: Government and Citizenship
Smith. Free Enterprise — The American Economic System
Berry. Our Legal Heritage
Carter. You the Citizen

World Geography (1983-88)
[Grade Ten Texts]
Educ. Challenges. World Geography
Israel. World Geography Today

World History (1983-88)
[Grade Ten Texts]
Wallbank. History and Life: The World and Its People, 2E
Leinwand. The Pageant of World History
Kownslar. People and Our World: A Study of World History
Beers. World History: Patterns of Civilization
[Grade Twelve Texts - Advanced Placement]
Brinton. Civilization In the West, Part 1, Prehistory to 1715, 4E (paper)
Brinton. Civilization In the West, Part 2, 1600 to the Present, 4E (paper)

Sociology (1983-88)
[Grade Twelve Texts]
Landis. Sociology, 3E
Thomas. Sociology: The Study of Human Relationships, 3E

Economics (1983-88)
[Grade Twelve Texts]
Warmke. Consumer Economics, 10E
Hodgetts. Essentials of Economics and Free Enterprise
Wolken. Invitation to Economics

Political Science or Government (1983-88)
[Grade Twelve Texts]
Lewinski. American Government Today
McClenaghan. Magruder's American Government

Psychology

Social Psychology (1983-88)
[Grade Twelve Texts]
Ragland. Invitation to Psychology
Kasschau. Psychology: Exploring Behavior
Bringle. Understanding Psychology, 3E

ADDENDUM
1986-87 TEXTBOOK ADOPTION

LATIN — Grades 7-12

THE ALLYN AND BACON LATIN PROGRAM, 1st, 2nd, 3rd, and 4th year, Charles Jenney, et al, c. 1984, Allyn and Bacon, Inc.

OUR LATIN HERITAGE, Books, I, II, III & IV, Lillian Hines, c. 1981 and 1983, Scribner Educational Publishers.

LATIN FOR AMERICANS, Books I, II, and III, B. L. Ulman, et at, c. 1981 and 1983, Scribner Educational Publishers.

HANDWRITING Grades 1-8

PALMER METHOD, "CENTENNIAL EDITION", Fred M. King, c. 1984, A. N. Palmer Company.

SCOTT, FORESMAN D'NEALIAN HANDWRITING, Thurber, c. 1981, Scott, Foresman and Company.

ZANER-BLOSER HANDWRITING, Walter Barbe, et al, c. 1984, Zaner-Bloser, Inc.

READING AND LITERATURE — Grades 1-8

ECONOMY READING SERIES, Louise Matteoni, et al, c. 1984, Economy Company.

GINN READING PROGRAM, Clymer, et al, c. 1985, Ginn and Company.

HBJ BOOKMARK READING PROGRAM, Margaret Early, et al, c. 1983, Harcourt Brace Jovanovich, Inc.

ODYSSEY: AN HBJ LITERATURE PROGRAM, Sam Sebesta, et al, c. 1986, Harcourt Brace Jovanovich, Inc.

HEATH AMERICAN READERS, c. 1986, D.C. Heath and Co.

MACMILLAN READING, c. 1986, Macmillan Publishing Co.

HOLT BASIC READING, Bernard L. Weiss, et al, c. 1986, Holt, Rinehart and Winston.

HOUGHTON MIFFLIN READING, William K. Durr, et al, c. 1986, Houghton Mifflin Company.

THE HEADWAY READING PROGRAM, Bereiter, et al, c. 1985, Open Court Publishing Company.

THE RIVERSIDE READING PROGRAM, Leo Fay, et al, c. 1986, Riverside Publishing Company.

SCOTT, FORESMAN READING, Aaron, et al, c. 1985, Scott, Foresman and Company.

FOCUS: READING FOR SUCCESS, R. Allington, et al, c. 1985, Scott, Foresman and Company.

READING — Grades 1-2

BILL MARTIN'S BIG BOOKS, Bill Martin, c. 1982, Holt, Rinehart and Winston

READING AND LITERATURE — Grades 7-8

ADVENTURES IN LITERATURE, Books 1 and 2, Fannie Safier and Kathleen Daniel, c. 1985, Harcourt Brace Jovanovich, Inc.

NEW DIRECTIONS IN READING, Jo M. Stanchfield, and Thomas G. Gunning, c. 1986, Houghton Mifflin Company.

McDOUGAL, LITTELL LITERATURE, Red and Green Level, Susan Schaffrath, et al, c. 1982, McDougal, Littell & Company.

THE McGRAW-HILL LITERATURE SERIES, G. Robert Carlsen, et al, c. 1985, McGraw-Hill Book Co/Webster Division.

SCOPE ENGLISH ANTHOLOGIES, Levels 1 and 2, Scholastic Editors, c. 1983, Scholastic, Inc.

INTRODUCING LITERATURE and ENJOYING LITERATURE, George Kearns, et al, c. 1985, Scribner Educational Publishers.

LITERATURE ANTHOLOGIES — Grade 9

Average Level and Above

ADVENTURES IN READING, Fanny Safier, et al, c. 1985, Harcourt Brace Jovanovich, Inc.

PATTERNS IN LITERATURE, Christensen, et al, c. 1985, Scott, Foresman and Company

UNDERSTANDING LITERATURE, George Kearns, et al, c. 1984, Scribner Educational Publishers.

Below Average

READING LITERATURE, Orange Level, Staff of McDougal, Littell & Company and Marilyn Sherman, C. 1985, McDougal, Littell & Company.

SCOPE ENGLISH ANTHOLOGIES, Level 3, Scholastic Editors, c. 1983, Scholastic, Inc.

GATEWAY: REFLECTIONS, Niles, et al, c. 1984, Scott, Foresman and Company.

LITERATURE ANTHOLOGIES — Grade 10

Average Level and Above

ADVENTURES IN APPRECIATION, Fanny Safier, et al, c. 1985, Harcourt Brace Jovanovich, Inc.

ENCOUNTERS, G. Robert Carlsen, et al, c. 1985, McGraw-Hill Book Co/Webster Division.

APPRECIATING LITERATURE, George Kearns, et al, c. 1984, Scribner Educational Publishers.

Below Average

JOURNEYS: DELTA, Richard J. Smith and Max F. Schulz, c. 1986, Harcourt Brace Jovanovich, Inc.

READING LITERATURE, Blue Level, Staff of McDougal, Littell & Company and Marilyn Sherman, C. 1985, McDougal, Littell & Company.

SCOPE ENGLISH ANTHOLOGIES, Level 4, Scholastic Editors, c. 1984, Scholastic, Inc.

LITERATURE ANTHOLOGIES — Grade 11

Average Level and Above

ADVENTURES IN AMERICAN LITERATURE, Fanny Safier, et al, c. 1985, Harcourt Brace Jovanovich, Inc.

McDOUGAL, LITTELL LITERATURE, Yellow Level, Donald T. Hollenbeck and Julie W. Johnson, c. 1984, McDougal, Littell & Company.

THREE LONG SELECTIONS and RED BADGE OF COURAGE, Christensen, et al, c. 1985, Scott, Foresman and Company.

Below Average

JOURNEYS: EMBLEM, Richard J. Smith and Max F. Schulz, c. 1986, Harcourt Brace Jovanovich, Inc.

READING LITERATURE, Yellow Level, Staff of McDougal, Littell & Company and Marilyn Sherman, c. 1985, McDougal, Littell & Company.

SCOPE ENGLISH ANTHOLOGIES, Level 5, Scholastic Editors, c. 1984, Scholastic, Inc.

GATEWAY: ALBUM USA, Niles, et al, c. 1984, Scott, Foresman and Company.

LITERATURE ANTHOLOGIES — Grade 12

Average Level and Above

ADVENTURES IN ENGLISH LITERATURE, Fanny Safier, et al, c. 1985, Harcourt Brace Jovanovich, Inc.

ENGLISH LITERATURE: A CHRONOLOGICAL APPROACH, G. Robert Calsen, et al, c. 1985, McGraw-Hill Book Co/Webster Division.

ENGLAND IN LITERATURE — HAMLET and MACBETH, Christensen, et al, c. 1985, Scott, Foresman and Company.

ENGLISH AND WESTERN LITERATURE, George Kearns, et al, c. 1984, Scribner Educational Publishers.

Below Average

READING LITERATURE, Purple Level, Staff of McDougal, Littell & Company and Marilyn Sherman, c. 1985, McDougal, Littell & Company.

SCOPE ENGLISH ANTHOLOGIES, Level 6, Scholastic Editors, c. 1984, Scholastic, Inc.

GATEWAY: LANDMARKS, Niles, et al, 1984, Scott, Foresman and Company.

READING — Grades 9-12

15 DAYS TO STUDY POWER, Philippe R. Falkenberg, c. 1985, Greencrest Press, Inc.

NEW DIRECTIONS IN READING, Jo Stanchfield, and Thomas Gunning, c. 1986, Houghton Mifflin Company.

BEST SHORT STORIES, Middle and Advanced Level, Raymond Harris, c. 1980 and 1983, Jamestown Publishers.

BEST-SELLING CHAPTERS, Middle and Advanced Level, Raymond Harris, c. 1979 and 1981, Jamestown Publishers.

BE A BETTER READER, Level G, H and I, Nila Banton Smith, c. 1984, Prentice-Hall, Inc.

MYTHOLOGY

MYTHS AND THEIR MEANING, Max J. Herzberg, c. 1984, Allyn and Bacon, Inc.

JOURNALISM

PRESS TIME, Julian Adams and Kenneth Stratton, c. 1985, Prentice-Hall, Inc.

INSIDE HIGH SCHOOL JOURNALISM, Gilmore, c. 1986, Scott, Foresman and Company.

SPEECH

COMMUNICATING MESSAGE AND MEANING, Newcombe, c. 1982, Ginn and Company.

SPEECH: EXPLORING COMMUNICATION, J. Regis O'Connor, c. 1984, Prentice-Hall, Inc.

SPEECH: PRINCIPLES AND PRACTICE, Frost, c. 1982, Scott, Foresman and Company.

DRAMA

PERSPECTIVES IN LITERATURE: A BOOK OF DRAMA, 1 and 2, HBJ Secondary English Editorial Staff, c. 19083, Harcourt Brace Jovanovich, Inc.

REHEARSAL: THE PRINCIPLES AND PRACTICE OF ACTING FOR THE STAGE, Miriam A. Franklin and James G. Dixon, III, c. 1983, Prentice-Hall, Inc.

THEATER: PREPARATION AND PERFORMANCE, Lee Grote, c. 1982, Scott, Foresman and Company.

EXPLORATORY HOME ECONOMICS EDUCATION — Grades 7-8

LIVING, LEARNING AND CARING, Dunn-Peeler, c. 1984, Ginn and Company.

CARING, DECIDING, AND GROWING, McGinley, c. 1982, Ginn and Company.

TODAY'S TEEN, Joan Kelly and Eddye Eubanks, c. 1981, Glencoe Publishing Company.

STEPS IN HOME LIVING, Karen Ament and Florence M. Reiff, c. 1984, Glencoe Publishing Company.

YOUNG LIVING, Nanalee Clayton, c. 1983, Glencoe Publishing Company.

OCCUPATIONAL HOME ECONOMICS EDUCATION — Grades 10-12

FOOD SERVICE CAREERS, Ethelwyn Cornelius, c. 1979, Glencoe Publishing Company.

FOOD SERVICE SKILLS SERIES, Michael Pepper, et al, c. 1984, Glencoe Publishing Company.

PROFESSIONAL COOKING AND BAKING, Mary Frey Ray and Beda A Dondi, c. 1981, Glencoe Publishing Company.

EXPLORING PROFESSIONAL COOKING, Mary Frey Ray and Evelyn Jones Lewis, c. 1980, Glencoe Publishing Company.

CARING FOR CHILDREN, Mary Wanda Draper and Henry Draper, c. 1979, Glencoe Publishing Company.

MUSIC — 9-12

SOMETHING TO SING ABOUT, 9-12, Marsha Carlisle, et al, c. 1984, Glencoe Publishing Company.

ELEMENTARY HARMONY, THEORY AND PRACTICE, Robert W. Ottman, c. 1983, Prentice-Hall, Inc.

MUSIC, Daniel T. Politoske, C. 1984, Prentice-Hall, Inc.

VISUAL ARTS — Grades 9-12

ART IN ACTION, Levels I and II, Guy Hubbard, c. 1986, Coronado Publishers, Inc.

DISCOVERING ART HISTORY, Gerald F. Bromer, c. 1981, Davis Publications, Inc.

DRAWING: IDEAS, MATERIALS, TECHNIQUES, Gerald F. Brommer, c. 1978, Davis Publications, Inc.

ART IN FOCUS, Gene A. Mittler, C. 1986, Glencoe Publishing Company

Appendix B

HIGH SCHOOL ELECTIVES

The following electives are listed as suggestions. They are not part of the Basic Education Program, and they have not been factored into the costing out of the Program. Local administrative units which choose to offer these electives are expected to do so at local expense.

ARTS

Visual Arts:

- Photography
- Jewelry Making
- Textiles
- Pottery
- Film-making
- Commercial Design/Graphics
- Batik
- Art IV

Dance:

- Dance III
- Dance IV
- Ballet I
- Ballet II
- Dance History
- Composition
- Choreography

Drama:

- Introduction to Theatre
- Technical Theatre II
- Acting I
- Advanced Acting
- Directing
- Theatre History

Music:

- Classical Piano
- Electronic Music
- Music Theory
- Stage Band
- Classical Guitar
- Swing Choir

COMMUNICATION SKILLS

- Journalism
- Dramatic Literature
- Humanities
- Speech
- Developmental Reading
- Composition
- Creative Writing

HEALTHFUL LIVING

- Swimming

MATHEMATICS

- Technical Mathematics
- Trigonometry
- Advanced Algebra
- Advanced Placement Calculus
- Computer Applications
- Analytical Geometry
- Probability and Statistics

SCIENCE

Advanced Biology
Advanced Chemistry
Anatomy and Physiology
Applied Science
Astronomy
Geology
Field Botany
Environmental Studies
Advanced Physics
Independent Study

SOCIAL STUDIES

International Studies
Law and Justice
Psychology
Sociology
Local and State History and Government
Humanities
Advanced U.S. History
Advanced World History
Advanced Government
Advanced Economics